

# The Clearing House

*A journal for modern junior and senior high schools*

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We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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## THE CLEARING HOUSE

*A journal for modern junior and senior high schools*

VOL. 16

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# JUDGING STUDENT GOVERNMENT

*The 20 criteria  
of a good plan*

By FRANK MEYER

PUPIL PARTICIPATION in school control is justifiable and valuable largely as education for democratic living. Therefore, the entire program must be frequently and critically analyzed to determine whether its organization and activities are helping to achieve its objectives. It is essential that those responsible for the program in the school have a clear understanding of these objectives, that they know the meaning of democracy in student government.

In its simplest form democracy in school means the solution of everyday school problems through the cooperative efforts of parents, teachers, and pupils. To achieve this there must be a student council (or similar organization) to express freely the desires

of the student body, to present its suggestions, and to assume responsibility in a given sphere. Subordinate to the council must be other student organizations responsible for certain aspects of pupil life.

These may include an athletic board, a library board, hall monitors, a safety patrol, a newspaper staff, an assembly committee, a bank staff, a civil service commission, and the like.

The operation of such a system of pupil participation in school control may or may not be democratic; it may or may not educate for democratic living. The criteria for judging a system are fairly simple. Insofar as pupils are concerned, democracy in pupil government means that:

1. There is a constitution, preferably written but always simple, which outlines the organization of the governmental scheme and lists the powers and duties of the officers. This constitution must be rigidly followed, or altered to make it workable.

2. Elected officers are freely chosen by the majority of the student body, without restrictions as to achievement in scholarship or citizenship. The responsibility for good officers must rest with the pupils themselves. They must learn to choose wisely.

3. Appointed officers are selected by the proper constitutional authority (a pupil)

—♦—

EDITOR'S NOTE: *Writes the author, "So many teachers and leaders in student participation in school control are wondering just what 'democracy' in student government means. I have tried to set down, briefly and simply, the points essential in such a system." For a number of years Mr. Meyer has been Student Council adviser at Grand Haven, Mich., Junior High School. He is an industrious reader of the literature on this subject, and has contributed numerous articles on it to THE CLEARING HOUSE and other educational journals.*

upon consultation with, but not dictation by, interested faculty members.

4. A merit system modeled after the state or federal civil service system is used to select nominees for most appointive offices. Pupils of ability who desire the positions may then be appointed.<sup>1</sup>

5. Pupils chosen to office have a real task; they have actual work to do; they possess power to make decisions and to choose alternatives.

6. All pupils are concerned with the actual problems of the school, with those of everyday school life. Officers are alive to pupil needs and desires; they express new ideas and explain new proposals.

7. Council members and the student body are encouraged to examine precedents, evaluate established customs, and criticize the status quo.

8. Serious study is given to all sincere proposals. None are lightly dismissed by teachers or pupils as silly, radical, impossible, or as opposed to established custom.

9. In the study of any proposition the ideas and suggestions of many persons are examined. Any pupil who desires to speak honestly and sincerely is heard and his opinion respected. The hearings are not rushed; the procedure is orderly.

10. Experts are consulted and much weight given to their opinions. In the school, teachers and principals are to be considered as experts in educational matters.

11. After much discussion by the council and others a decision is approved by a majority of the pupils or their representatives.

12. The decision thus made is accepted by all pupils. The boys and girls must learn (or be taught) that their individual desires are to be subordinated to the wishes of the group as expressed by the majority.

13. The minority, however, retains the right to work for the repeal of any regulation or the alteration of any plan.

<sup>1</sup>"The Merit System, A Civil Service Reform", by Frank Meyer. *The Clearing House*, September 1940, pp. 24-27.

14. The action taken by the student council is promptly reported to all the pupils. Representatives explain the reasons for the action. These representatives are responsible to their constituents and must be subject to recall and removal from office.

15. Members of the council and other officers are expected to *work*, to show results. They must not be officers in name only. There must be a method to remove any officer who neglects his duty or shows disrespect to the trust placed in him. Democracy need not be inefficient.

16. Teachers and other adults may present problems, suggest projects, and list alternatives. They will assist, guide, and encourage. They may not dominate the scene but should always be in the background.

17. Democracy is recognized as a method of procedure, a way of life, a fundamental philosophy which must be taught and learned. It is not something inherent in the individual. People must be educated for democracy as they are for the ministry, for the home, for the shop or office. Teachers have the same responsibility for teaching democracy's principles and techniques as they have for teaching those of arithmetic, science, or public speaking.

18. Parliamentary procedure is strictly followed at all business meetings. The principles and values of parliamentary law may then be taught in actual practice.

19. This motto is always before the pupils: "With privileges and honors go responsibilities." Every pupil must know his duties as well as his rights as a citizen of the school. Every officer must realize the responsibilities which accompany the honor and privileges of his office.

20. The principal of the school, as a responsible public official, must retain the power of absolute veto over all pupil activities.

In addition to these positive elements there are certain things which are not desirable in this program. Democracy in school government does *not* mean that:



1. Children do as they please. This is anarchy, not democracy.

2. Pupils run the school. The teachers and parents, the community and state are vitally interested in the administration of this public institution.

3. School rules may be broken with impunity. Rules once made, by the faculty or the pupils, must be strictly enforced.

4. There is debate and discussion in the administration of rules or projects. Discussion comes in the formulation of policy, not in its execution.

5. Teachers refrain from assisting in enforcing the regulations of the council or in the execution of its projects. Their help is always essential in carrying out these projects.

6. There is less work for the teachers or fewer responsibilities for the faculty. If anything, the task of educating in the theories and techniques of democracy will make their position more difficult.

7. Teachers may ridicule pupils' endeavors or sneeringly dismiss something as a student project. These boys and girls will

astonish their elders if they have some advice and encouragement. They will grow in many desirable qualities.

8. Business meetings of pupils are to be noisy and disorderly without interference by the teacher. Pupils will not learn to conduct a business meeting without instruction as to techniques and spirit. They must learn that only one speaks at a time while others listen to him. Teachers must enforce this regulation until the pupils learn to enforce it themselves.

9. Teachers should permit many pupil projects to fail in order to teach through failures. Periodically this may be an effective teaching device. But it is less disastrous to school spirit and less harmful to student morale to advise and guide a project to a successful conclusion.

10. The school organization has to be modeled after the city, state, or national government. It is far more satisfactory to slowly build a system which fits into the local situation and which results in enjoyable cooperation among teachers and pupils.



## Honor Rooms with a Purpose

By L. L. DICKEY

**I**N CHAMPION Junior High School, Painesville, Ohio, which has an enrolment of 630 pupils, every teacher has a full class schedule and an additional assignment of extracurricular activities. At first there seemed no way to establish boys' and girls' counselors—no one had extra time for these important jobs.

This year, however, these positions are efficiently filled by teachers, Mrs. F. M. Wood and John Corwin, without curtailing any other service to our pupils or adding unreasonably to the load of the two counselors.

Last June, when pupil schedules for 1941-1942 were made out, each seventh-grade teacher and each eighth-grade teacher selected from his homeroom several pupils whom he recommended for an honor homeroom. For some years we have had pupil-control in our study halls, so the idea was not altogether new.

The one criterion used in the selection of our two honor homerooms of 36 pupils each was the ability of the pupils to control themselves without teacher supervision. The two teachers who act as girls' and boys' counselors are assigned to these homerooms, but act only in a supervisory capacity—in making out the monthly reports, issuing report cards, etc. During the homeroom period, which for us is the first in the day, the two counselors are in their offices, checking absence and tardiness excuses and conferring with individual pupils, while the two honor homerooms are without a teacher.

The results of this experiment are beyond our fondest expectations. These two rooms are quiet and orderly; one would not suspect that no teacher is present. They carry on elections, go to assemblies unaccompanied, check their own absence and tardiness, and study, all under the direction of their own elected officers.

# "ALL-OUT" in PHOENIX

City's high schools embark on full-scale wartime program of courses, teaching plans, and activities

By E. W. MONTGOMERY

PHOENIX, ARIZ., schools have been doing a great deal of national defense work since July 1, 1940. Immediately after Dunkirk, our Board of Education responded to the call of the Office of Education at Washington—but after Pearl Harbor we organized a great many more committees in line with the needs of the war effort.

The various committees designated, and outlines of the work to be followed, are:

## A. Uniform precautions for air raids

1. The purpose of this committee is to establish uniform regulations for air raid precautions for the following schools:

- a. Phoenix Junior College
- b. Phoenix Union High School
- c. North Phoenix High School

- d. Arizona Vocational School
- e. Phoenix Colored High School
- f. Evening Adult School

Comprehensive plans and instructions have been worked out and air raid wardens composed of faculty members, maintenance men and members of the ROTC have been appointed.

2. Plans are now underway to deal with possible incendiary bombs by means of placing buckets of sand and shovels on roofs and in attics.

## B. Organization of emergency afternoon and evening classes for students and adults

### COURSES IN PROGRESS

#### 1. PHOENIX JUNIOR COLLEGE

- a. First aid classes for students
- b. Surgical Dressings course 4:00 to 6:00 P.M.
- c. Course for fire wardens under the O.C.D.
- d. Civil Aeronautics

#### 2. PHOENIX HIGH SCHOOLS

- a. Units in Home Nursing and Child Care and Development in the homemaking department
- b. Automobile Driving and Safety
- c. Training radio technicians
- d. Reserve Officers Training Corps Units

#### 3. ARIZONA VOCATIONAL SCHOOL

- a. All regular students receive training in the standard and advanced work in first aid as well as industrial safety.
- b. Evening classes in standard and advanced work in first aid for public service and industrial organizations
- c. Course in Practical Nursing

EDITOR'S NOTE: This statement covers in outline form the organization and the work of the War Emergency Education Council of the Phoenix, Ariz., Union High Schools and Junior College. It is being said that judging from the abbreviated or half-hearted wartime programs of some high schools, their faculties just haven't realized as yet that we are in a whale of a war, and that nothing short of tremendous efforts by every possible agency, including the public schools, can give us a reasonable certainty of victory. From a study of the accompanying report, we gather that the Phoenix school system is fully aware of this. Mr. Montgomery is superintendent of the city's high schools, and president of the junior college.

# PROPOSED COURSES

to begin January 12, 1942

## 1. PHOENIX JUNIOR COLLEGE

Course in Living in Wartime (open to adults)

## 2. PHOENIX HIGH SCHOOLS

- a. First aid course for students only to be given immediately after school
- b. Home Nursing course for adults after school
- c. Ambulance Driving course to be organized after completion of first aid course (for high school pupils)
- d. First aid classes open to public to be given in the evening

## 3. ARIZONA VOCATIONAL SCHOOL

First aid classes to be held on Monday and Wednesday evenings

## C. *Building and maintaining high morale in the schools and through the schools in the community—dissemination of government information to the homes*

The following preliminary statement indicates the avenues of approach to this problem:

1. Faculty meetings devoted to the question of keeping up student morale
2. Radio broadcast
3. Public press
4. School papers
5. Discussion in clubs and homeroom groups
6. Discussion and dissemination of printed materials
  - a. Through classes in nutrition, agriculture, science, health, etc.
  - b. By mailing the six weeks' reports from the Phoenix Junior College
7. By conducting a normal program of sports, dances, and other social functions throughout the school year

## D. *The sale of defense stamps and bonds*

This committee has the following plans:

1. To issue bulletins daily encouraging students to buy stamps

2. To use assemblies for propaganda for the sale of stamps
3. To use the art departments to advertise sale of bonds and stamps
4. To send special appeals to teachers to set aside monthly allotments for bonds and stamps
5. To distribute all posters, pamphlets and other material relating to stamp sale
6. To do all in our power to bring home to our people the absolute necessity of the sale of bonds and stamps if we are to win this war

## E. *Conservation of supplies*

The function of this committee is to organize the Phoenix High Schools and Junior College System into units of control for the conservation of supplies on the campuses and in the homes.

Such conservation is of immediate and vital importance, because, first, it will permit the release of men for war work who are now engaged in the manufacture of these commodities; and second, it will help cut the use of supplies which cannot be replaced. The specific items of endeavor of the committee are:

1. To provide a means by which the homes and schools can cooperate with the Office of Production Management in conservation
2. To encourage and instruct in conservation of supplies as follows:
  - a. School plants
    - (1) Supplies and utilities of plant operation
    - (2) Instructional supplies
    - (3) Student supplies
  - b. Encourage students to conserve personal commodities not definitely needed
  - c. Disseminate information regarding conservation of supplies used in the home

## F. *Patriotism in assemblies and school subjects*

Activities of this committee are:

1. Appoint student patriotic committees
2. Formal flag raising

3. Use of Pledge of Allegiance
4. Learning and singing patriotic songs
5. Special patriotic assemblies
6. Patriotic emphasis in all school subjects
7. Patriotic motion pictures
8. Promote feelings of personal responsibility to cooperate in all calls for defense effort

#### G. *Nutrition and conservation of food*

Tentative plans for committee:

1. To help every high-school pupil and teacher understand the government yard stick (what to eat each day)
2. Make available to students ways of using surplus commodities for good nutrition
3. Emphasize nutrition principles for preserving teeth
4. Stress the importance of the morale vitamins which should be included each day
5. To help students plan their lunches with reference to other meals
6. To show methods of conserving food and materials
  - a. Through ways of avoiding waste
  - b. Through appropriate methods of preparation and cooking
7. Plan ways in which information regarding timely nutrition or food conservation information can reach the home

#### H. *Industrial shop training and production on war basis*

1. Due to the need for industrially trained people to meet the requirements of industry, shop facilities of the Phoenix Union High Schools and Junior College System will be organized into units essential to the industrial training requirements of the existing emergency. Instruction will be offered in the following shops:
  - a. auto mechanics
  - b. machine shop
  - c. radio repair and communications

- d. spray gun operator
- e. wood pattern making
- f. mechanical drawing
- g. industrial mathematics
- h. blueprint reading
- i. forging
- j. general sheet metal
- k. welding
- l. aircraft sheet metal
- m. riveting
- n. template layout
- o. refrigeration
- p. carpentry
- q. electrical construction and the other skilled trades as the need arises, or as specified by the Office of Production Management

2. There will be organization of supplementary industrial subjects for specific shop courses.
3. Some of the courses now given in the National Defense School of the Arizona Vocational School are operating on a 24-hour basis around the clock.

#### I. *Reorganization of mathematics courses to meet the present emergency*

I shall quote this committee's report in full as it is indicative of the type of work that other similar committees are doing:

##### 1. ARIZONA VOCATIONAL SCHOOL

In the course in Applied Mathematics a discussion of the mathematical aspects of the earth will be included, such as is given in Chap. II in *Practical Air Navigation* (hereinafter abbreviated PAN), i.e., Civil Aeronautics Bulletin No. 24. This may be obtained from the Supt. of Documents in Washington for \$1.00 or at Sky Harbor in Phoenix. This course is also to contain a discussion on calibers of guns and ammunition.

##### 2. PHOENIX HIGH SCHOOLS

Applied Mathematics is to contain a discussion of calibers of guns and ammunition, etc.

- a. Algebra 1. Harmonic mean
- b. Algebra 3. Harmonic mean



- c. Algebra 4. Harmonic mean, triangle of velocities, forces
- d. Geometry 1. Case I in dead reckoning as found in Chapter VI, PAN. Also finding the average bisector as found on p. 43, *Pilot's Radio Manual* (Civil Aeronautics Bulletin No. 29), obtainable from the Supt. of Documents for 25¢. Also measuring angles in mills
- e. Geometry 2. Study of coordinates on the earth as given in Chap. II, PAN
- f. Solid Geom. More emphasis on terrestrial applications in Chapter on Sphere
- g. Trigonometry. Triangle of velocities, dead reckoning as in Chap. VI, PAN, measuring angles in mills
- h. General Math. Chap. II on earth, PAN. Emphasis on scale drawings

3. PHOENIX JUNIOR COLLEGE

- a. Solid Geometry. Emphasis on terrestrial applications in chapter on Sphere
- b. Plane Trigonometry. Triangle of velocities, dead reckoning as in Chap. VI, PAN, measuring angles in mills
- c. College Arithmetic. Calibers of guns
- d. College Algebra. Harmonic mean
- e. Spherical Trig. Emphasis on celestial navigation as Chap. X, PAN
- f. Analytic Geom. Theory of Projectile
- g. Calculus. Theory of projectile
- h. Statistics. Probability as connected with gunfire
- i. General Math. Dead reckoning, study of earth as in PAN

J. *Reorganization of science courses for the war emergency*

The fundamental purpose for reorganizing the science curriculum is to better prepare the student to take part in the national emergency in his capacity as:

- 1. A civilian in the emergency economy
- 2. A member of the armed forces
- 3. A citizen in the post-war readjustment period

This can best be achieved by

- 1. Teaching the fundamental principles and the mechanics of operations used in offense and defense
- 2. Establishing and organizing new courses
  - a. For regularly enrolled students

- b. For adult civilian population
- c. For members of the civilian services as demands are presented

K. *Reorganization of other school courses to meet the war emergency*

- 1. Greater emphasis on American literature and history
- 2. Principles of democracy should be stressed in such courses as history and philosophy
- 3. The study of consumer economics with special emphasis on economy in the use of supplies and materials
- 4. The economics of war with special emphasis on financing and the use of priorities
- 5. Study of taxation
- 6. Special emphasis on health in English and in other courses
- 7. Study of mechanics of language and of handwriting

L. *Patriotic pageantry and posters and industrial design*

This committee is working along the following lines:

- 1. Music and pageantry for morale and patriotism. Keeping spirits up
- 2. Posters to carry over the idea of foods, health, defense precautions. A visualized idea always carries more power.
- 3. Industrial design
  - a. As educators we need to develop social designers, who can build foundations upon which a material industry can securely stand, to develop industrial designers who understand the relationship of machines, processes, materials and ultimate use.
  - b. To complement this we need to create consumers with awareness of the machine and the ability to discriminate between the good and bad uses to which it is put.
- 4. To coordinate eye, hand, and head

M. *Preparation of our young men for government service both in and out of the military and naval forces of the United States*

The following is the outline of the work of this committee:

1. Counseling young men as to immediate fitness for military and naval service
2. Advising young men on employment problems
3. Vocational guidance
4. Clearing agency for all problems of young men that may arise during this war

N. *The correction of health and physical defects for war service*

The work of this committee will include the following:

1. Check and re-check eye-tests (large per cent rejected for service on account of eye sight)
2. Examination of teeth
3. Examination of feet
4. Selection of food from standpoint of nutrition in view of new discoveries in this field
5. Increased sport and activity program

O. *The contribution of girls to victory through knitting and other voluntary work*

1. PHOENIX JUNIOR COLLEGE. The sale of Defense Savings stamps is in charge of girls, and girls are selling stamps at a stand in the cafeteria. Volunteer groups are working on bandages under the instruction of Miss Hubbard. One girls' club recently gave up their holiday dance and donated the money to the Red Cross. The Executive Board has been giving talks in assemblies on defense and related subjects; girls are taking an active part in these programs.
2. PHOENIX UNION HIGH SCHOOL. Some of the girls' homerooms have made tray favors to be used in Army camp hospitals. Another service project which the Girls' League carried out through the homerooms was the making of popcorn balls for the Christmas party at the Army Recreation Center.

3. NORTH PHOENIX HIGH SCHOOL. The girls' homerooms of North Phoenix High School are active in a knitting project for the Red Cross. They also contributed boxes of popcorn balls, with the aid of the homemaking classes, for the Army Recreation Center Christmas party. Some discussion was held in homerooms on the theme: "Practicing Democracy in the Girls' League and in School", as reports were brought back from the convention at Globe, but homerooms have been too much broken into by assemblies, drives, etc. since then to have a well-developed discussion program such as Phoenix Union High School has had.

P. *Committee on increased food supplies*

1. An increase in the number of gardens is proposed through an appeal to students concerning the need of more vegetables
  - a. Through the use of posters
  - b. School bulletins
  - c. The use of home gardens as a means of home beautification
  - d. The best source of vitamins is the garden. (This topic may be handled through agriculture and homemaking classes.)
  - e. Talks on garden programs may be given in certain homerooms.
  - f. Garden bulletins should be sent into the homes through the pupils.
  - g. Organize garden clubs with prizes for the best gardens. Have committees visit gardens.
  - h. Encourage agriculture and homemaking students to carry vegetable gardens as a part of their supervised practice program. These city, suburban and country gardens can be adjusted to family needs.
2. Put on campaigns through schools to increase meat production through the use of poultry. Use mimeographed sheets that give the poultry laws of the city. Distribute information to the students concerning cost, equipment and returns.
3. Information on better feeding prac-

tices to increase milk and egg production

*Q. The committee on aeronautical training*

The Phoenix Junior College has participated in the Civil Pilot Training Program of the Civil Aeronautics Administration since its inception in 1939. The program was set up originally as a private flying course, open to college students between 18 and 25 years of age, having at least one year of college work.

At the fall of France in June 1940 and with the creation of a limited national emergency, the age limits were placed at 19 to 26 years, and educational requirements raised to correspond with those of the armed flying services. Since June 30, 1940, the Phoenix Junior College has enrolled 247 elementary trainees; 60 secondary trainees and over 100 civilian auditors.

About twenty per cent of our Civil Pilot Training graduates have already entered the Air Corps or Naval Air Service, and many others are in training for flight instructorship.

In the summer of 1941, the Sahuaro Gliding and Soaring Club was founded within the Phoenix Secondary School System, to foster flight training among high school and college students unable to participate in the Civil Pilot Training Program.

A new course in the civil pilot training program is Psychology 81x (Educational Psychology of Flight Instruction)—2 semester hours each semester.

A course for flight instructors is set up under the civil pilot training program.

*R. Coordination of various reorganized courses*

The Curriculum Coordinator of the Phoenix Union High Schools and the Phoenix Junior College will keep in touch with the various War Emergency Committees in order that courses may be thoroughly coordinated.

The foregoing outline may seem rather lengthy, but after all, it is a comparatively brief statement of the National Defense Work Program which is either operating or planned for the Phoenix Union High Schools and Junior College System.



## Defense of the Comics

Of the approximately eighty "lurid" comics on the children's market today, I have investigated some thirty in an honest attempt to determine the extent of "over-stimulations", grotesqueness, and other harmful aspects they may have for children. These facts are self-apparent: The hero, representing the force for good, always wins; the hero is always a gentleman, courteous, brave, loyal, fearless, non-smoking and non-drinking, and with a surprisingly correct use of language. His exploits, of course, are fantastic and impossible, but I had as soon discriminate against beet pickles because they are so red. Tarzan has yet to surpass Samson in the realms of the impossible, and Superman can not equal Hercules, while the Lone Ranger is a mere shadow of Paul Bunyon.—RAY HYND in *The Texas Outlook*.

## Teachers Have Livers

Children in secondary-school age groups are in the majority of cases normal in their behavior. They move around in response to naturally normal urges. Their systems function properly. Habits have not upset vital body organs. Their school teachers sometimes have shriveled livers, disordered glands, a dried-up pancreas or a spurdy gall bladder. Too much bile or faulty excretions can turn a classroom into a devil's shop. A sluggish liver can make a teacher's eyes see a frizzly-headed wench in the person of a beautiful school girl; a normal boy may become a hellion of the first order. We must teach the children, donate to the Red Cross, buy a bond or a stamp, go to church now and then, but by all means we must look well to our livers; they are more important in many respects than our hearts.—W.N.T. in *The Educational Advance*.

# YEAR 'ROUND GROWTH

The faculty of Decatur Girls' High School  
has a planned program of professional study

By RUBY BALLARD SMITH

**A** LIVING ORGANISM is a growing organism. By corollary, a living, professionally-alive faculty is a growing one. Life and growth are synonymous; one does not exist independently of the other. Recognizing growth as the basic law of life, the faculty members of Decatur Girls' High School, in an attempt to meet a problem which is common to all groups of teachers—year-round professional growth—have set about stimulating one another to greater professional awareness.

Our faculty is composed of seventeen classroom teachers, a music supervisor, an orchestra instructor, a librarian, and a principal. The curriculum directed by this staff leads to classical and commercial high school diplomas.

Extracurricular activities offered for development in leadership, self-direction, social adaptation, and leisure-time occupation include basketball, track, hiking, diamond ball, tennis, swimming, riding, rifle, bowling, debating, photography, playwriting,

orchestra, glee club, and tourist club. The extracurricular program has evolved during the past ten years from a school study of community needs for wholesome employment of out-of-school time under the sponsorship of teachers trained in the understanding of young people and their problems. The school also shares with the community in the sponsoring of weekly Community Dances and the Community Recreation Center.

As is common in most schools, the Decatur Girls' High School teachers find that maintaining their self-set standards in their daily program is very exacting, but they do not neglect to study the broader aspects of the service of the school. They believe that the school is the natural cultural center of the community and that it can attain this position of importance through the leadership of teachers who are alert to the school's possibilities.

Professional study during 1940-41 was entered into enthusiastically under the leadership of teacher-chairmen who introduced reports and unified discussions. Monthly meetings centered around topics of importance to the particular educational and social function of Decatur Girls' High School in its community.

The September discussion was a critical analysis of an orientation course in the use of the library which is offered to freshmen. Methods of cooperation between the classroom teacher and the librarian were studied in detail in order that both pupils and teachers might make fuller use of the school and city libraries.

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EDITOR'S NOTE: *This article deals with the professional study program carried on during the school year of 1940-41 by the faculty of Girls' High School, Decatur, Ga. Included in the year's work were critical analyses of new courses added to the curriculum; ideas gained at summer school; professional journals; the total offerings of the school, and whether these meet pupil needs academically and socially; and other topics of importance. The author teaches English and social studies in the school.*



The October meeting dealt with the relationships of school and community. Special emphasis was placed on ways of making the school more valuable to the people of our city.

The study in November centered around educational trends in the nation, in the South, in Georgia, and in the grammar schools which precede the high-school level. Instructional materials of the school were catalogued, the instructional facilities of the community were listed, and plans were made for their utilization in accordance with the best methods indicated by modern trends in high school instruction.

In December the teachers reviewed the most valuable ideas they had gained through summer-school work, and started a study of ways of adapting the best of these ideas for the solution of problems in our own community.

The value of classical and literary education in character building was studied in the January meeting. The basis of this study was the previous year's file of *The Southern Association Quarterly*, *The Bulletin of the National Association of Secondary School Principals*, and other educational magazines. In February an evaluation was made of these magazines and of *Georgia Education Journal*, *The Journal of the National Education Association*, *School Executive*, *THE CLEARING HOUSE*, and other publications which were under consideration.

Since no one teacher had time to study and evaluate all of these journals, the faculty was greatly benefited by detailed analyses of each magazine, each made by one teacher. New professional books which had recently come to the school library were reviewed during the early spring.

The last of the professional-study sessions was scheduled for March. In this meeting pupil needs were analyzed. The regular curriculum and the extracurricular program were scrutinized for the purpose of ascertaining whether their present organization adequately meets the needs of the individual pupils, both academically and socially. The activity program was under special discussion because its purpose is to provide sufficient opportunity for social development.

Fields in which new activities would benefit our girls were analyzed. Individual pupils who had failed to make satisfactory progress in class work, in emotional growth, or in social adaptation were put under the sympathetic observation of members of the faculty who seemed to be best fitted through natural contacts to help the girls solve their particular problems.

The professional study of the year put our faculty in direct rapport with other teachers of the nation who realize that the responsibilities and opportunities of the school in training and developing youth are ever increasing. Teachers everywhere are becoming more and more alert to the necessity of greater preparedness in order to discharge this duty adequately.

By professional study of teaching problems in local groups, by learning what is being done in the other schools of the nation, by observing expert teachers, by studying professional publications and books, by making the most effective use of instructional materials at hand, by studying each child as an individual, and by critical evaluation of what is needed in one's own community, the teacher can translate the most pertinent of educational trends in the best service of his community.



### *Even an Animal*

If society won't allow her (the teacher) to have a family, she might at least own a cat or a dog. I have never heard of that being forbidden. The experience of caring for and loving something that depends upon us, even an animal, develops within us sympathy and kindness.—ISABEL ROBINSON in *The Texas Outlook*.

# GOODBYE, PUPILS: I'M FREEEEE!

By  
PAUL T. DUPELL

ONCE I TOLD Marge and Joe that it was their right to question why; once, Marge and Joe looked at me with eyes that shone with friendly faith: now they haunt me with the hurt of a misplaced trust. It was their right and they questioned why—in return they were met by a brazen lie.

"Studying geometry will help you in your everyday problems", "We study history to enable us to interpret the present in terms of the past"—I fed them the whole set of conventional stock phrases because "professional ethics" prevented my telling them the truth. But, with the keenness of youngsters, they picked the sham from the truth.

And so I'm running away—running that I might fight for Marge and Joe. When I return to a man's job at a machine I'll regain the privilege of speaking openly and honestly, freed from the necessity of using "tact", a polite term to describe the double-cross of pupils by a teacher supposed to be their friend.

Joe and Marge, listen now to what I



EDITOR'S NOTE: *Mr. Dupell recently left his position as a high-school English teacher, and enlisted voluntarily as an aviation cadet in the United States Army Air Corps. For that reason, if for no other, we feel that this article, explaining why he is glad to get out of the profession, deserves a respectful hearing. As a fairly sizeable minority of teachers would agree more or less with the author's attitude, here are some matters that might as well be threshed out. We shall of course be glad to consider articles in reply, and any other kind of articles that grow out of readers' reactions to what Mr. Dupell brings up.*

wanted to say, back when your faith was strong. You never could understand why you should study algebra and geometry—neither could I. Yes, I know that your teacher told you that those subjects would help you in your adult life. He forgot to tell *how* they would prove of value because he, himself, didn't know. Had he been pressed for details, he would have been forced to admit that most of us have no practical use for mathematics beyond the fundamentals of arithmetic.

In true democratic fashion we gave you freedom of choice in the languages: freedom to take two years of French and two years of Latin, or three years of French. Studying Latin was supposed to help you better understand English grammar. Naturally your Latin teacher didn't explain to you that it has been clearly shown that in terms of results, one third of the Latin period spent on a direct study of English grammar is more effective than the entire period spent in showing how English is partially derived from Latin.

French was to be studied for "culture". Of course, your French teacher with a British background didn't explain just why the ability to conjugate *avoir* and *etre* plus the halting reading of exceedingly simple literature made you "cultured". Somehow she forgot to tell you that most of us can't remember anything about French three years after we have studied it, because it has never proved of any use in our everyday lives.

Confidentially, I haven't one friend outside the teaching profession who has anything but an extremely hazy notion about ancient and medieval history. Oh yes! they all studied those subjects once; somehow

they have found no difficulty in understanding the modern use of incendiary bombs even if they don't remember that the Greeks used sulfur fire in warfare. Yet, most of us can appreciate some American history because it helps us in defining those ideals for which our nation stands: ideals which send us to draft centers with a cheerful grin.

But surely, English must be of paramount importance. Consider oral expression—don't we all benefit from the ability to convey our ideas to others? Somehow, persons will understand "It's me who done it", even if English teachers do have conniption fits over the verb "to be".

Splitting infinitives, dangling participles, improper sequence of tenses—all major crimes in school—are not even considered by everyday people once intensively exposed to the whole rule book of grammar.

Few sane persons will deny that you'll live just as long and die just as happy if you have never dissected Shakespeare's plays, Burke's *Speech on Conciliation*, or Eliot's *Silas Marner*. Survey after survey has shown that your major reading activities will consist of popular magazines, comic books, and newspapers. You'll read them for recreation—an unattained goal of many English teachers attempting to transmit the heritage of the past at the expense of the present.

Any windbag can spout about the evils of education—wonder-boys in our graduate schools grind out pounds of "what to do" theses—but putting constructive criticism into action is too fraught with danger for "educators". That's why I'm quitting, Joe

and Marge, quitting because, as a teacher, it isn't safe for me to express too many opinions.

School administrators, state supervisors, fascist-like state control—they're too much for any one teacher to buck. Yet, as a common laborer, I have the right and the opportunity to exert pressure on local schools. With a little well-placed lobbying I can successfully challenge dictates of the most despotic educational boss, who will be reminded that he is merely a servant of the people, and I am of the people.

No, Marge and Joe, I don't know all of the answers to the type of education that you should receive—no one knows them all. For you I shall fight for a type of education which that uncommon quality called "Commonsense" can justify in the light of real life needs and satisfactions. Yours and mine—ours to question "why?"

(Ed. Note: We add without comment the further information which Mr. Dupell sent to us in a letter accompanying corrected proof sheets of this article: "I have enjoyed teaching tremendously, but I have fought bitterly against evils which I thought could be corrected. Strangely enough, my savage attacks have resulted in offers of better (financially) teaching positions. Incidentally, I left a position teaching educational psychology in a state university to enter high-school teaching, just to prove what I had been preaching. After the war I expect to return to teaching, for my position is being held open for me.")



### War News Project

Each morning we read the war headlines from three daily papers. The misleading ones are quickly pointed out and explained to the class. We then tabulate the important official communiques from the leading war zones, and make a note of each one in our "war notebooks". By so doing, we write our own "history" of military and diplomatic devel-

opments, and from time to time will try to predict the next move by one of the belligerents. The latter creates a competitive "game" which arouses interest and pays dividends in glory for those who predict accurately. All this can be done in fifteen minutes of each day.—KENNETH D. YOUNG in *Nebraska Educational Journal*.

# How Venice High School Teaches Patriotic Thrift Practices

By BURTON M. OLIVER

**T**HE TIME HAS COME when educators must give more attention to developing young people who are better prepared to meet the fundamental issues of actual life. Too much time in the past has been devoted to non-essentials that provided little or no benefit to the individual pupil after graduation.

Education is a slow process, and it is not an easy task to prescribe a program which will satisfy all teachers, parents, and pupils; however, it is usually safe to assume a middle-of-the-road attitude when making curriculum changes. Observations indicate that most people are creatures of habit. For this reason, some of the school time should be devoted to developing better habits.

We at the Venice High School believe that one of our responsibilities is to provide experiences that will help pupils develop better habits of thrift. If the young people learn how to work and to save they will be better equipped to adjust to their

home or business life after graduation, and as a result of this training they will be more certain of economic security. The American people as a whole have been very extravagant and wasteful with all kinds and types of property, but they now face a life and death struggle in a war that demands their immediate attention for an all-out program of conservation.

Numerous activities in the field of thrift education, among them the saving of money, have been in operation for many years in the Los Angeles elementary and junior high schools, but very little has been done in the senior high schools. The director of the Los Angeles City and County School Savings Association was anxious to get something started in teaching thrift in the secondary schools, and so with the cooperation of the principal, and the assistance of the writer as the faculty sponsor, the experiment was started at the Venice High School in October 1939.

Venice High School is one of the six-year schools of the Los Angeles city school system, and has an enrolment of 2400 pupils. The school is a center for many national defense training classes, since it is located just a few miles from a large aircraft plant. The community is mainly a residential district composed of working people with a better than average income.

The thrift activity work among the pupils is carried on by approximately two hundred boys and girls. They are selected from the recommendations made by the social living, English, history, and senior problems teachers.

These pupils are members of the Venetian Thrift Association, which has the usual set

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EDITOR'S NOTE: *In Venice, Cal., High School, the wartime thrift and anti-waste program is conducted and promoted by about 200 pupils who are specially chosen from a student body of 2,400. This plan was working smoothly when war came to America, because it has been in continuous and effective operation since October 1939. Typical concrete results of this project: a yearly saving of \$200 on unnecessary electric lighting; a 25% saving on paper; and a change in the scheduling of an activity, which has saved 3,300 pupil hours. Mr. Oliver teaches in the school, and is sponsor of the Venetian Thrift Association.*



of officers, with a cashier of the Thrift Bank in place of a treasurer. The Association has a board of directors composed of one representative from each grade level in addition to the officers.

Several of the members work on the following committees: thrift talks, publicity, posters, certificates, entertainment, research, and savings. The other members serve as speakers, and they present thrift talks—about one a month—to the various social-living classes.

The titles of the following thrift talks which have been given to the various classes throughout the school will illustrate the wide range of material covered: The Value of Regular Attendance, The Importance of Punctuality, Thrift in the Use and Care of Clothing, A Thrift Lesson in School Supplies, Thrift in Study Habits, Thrift During Vacation, Thrift in the Use of School Books, The Value of Saving, Thrift in Safety at School, Thrift in Health, Thrift in the Use of School Property, The Proper Use of Time at School, The Wise Use of Foods, Thrift in the Wise Use of our Talents, Confessions of a Garbage Can, Preparedness for Life, Courtesy in the Classroom, Planning Our Leisure Time, The Cost of Wasted Supplies, The Value of Giving, Courtesy at Football Games, and Benjamin Franklin, the Father of Thrift.

Basic information for the talks comes from essays written by pupils in English, foods, clothing, and social arts classes, also from books, magazines, surveys made by the thrift research committee, and from the daily experiences of members of the Association. The thrift talks committee and the faculty sponsor take this pertinent information and write a talk in outline form, which is then given to a class in office practice for the purpose of mimeographing the required number of copies.

Many of the speakers have either had public speaking or are now enrolled in such classes, and this activity offers a good outlet for additional speaking experience. These

talks are graded by the teachers and a record is kept by the secretary. More than two-thirds of the talks delivered up to the present time have received a good grade, while only a small number have been graded as poor. Members who deliver two inferior talks are transferred to other activities which are more in keeping with their abilities. The Association believes that it is not justified in taking school time for poorly delivered talks.

The publicity committee is composed of journalism pupils, who plan and write all of the publicity for the school and community newspapers. Three commercial art pupils serve as the posters committee. They make posters representing the theme of each thrift talk. Thrift certificates are given to all pupils in the school who conform to certain thrift practice requirements.

The research committee makes detailed investigations of the use of time and supplies, and reports wasteful conditions that need improvement. For example, it was found that 3300 hours of pupil time were wasted by conducting a certain activity at the wrong time of day. Other surveys showed wasted time under similar conditions. The committee checked the amount of time pupils were out of class while defending themselves in the Student Body Court, and a few months later the court was scheduled before school instead of during a class period.

A recent study of the electric lighting in the halls showed that a yearly saving of \$200 could be made without cutting the necessary amount of light.

An investigation of unused paper which was found in the wastebaskets showed that about 25 per cent of the common scratch paper that came to the school was being wasted. As a result of this survey, the school has recently set up regulations to control the use of supplies.

All paper is to be used on both sides except in those cases where it is not economical from an educational point of view.

Copies of the daily bulletins, after they have served their purposes, and partly used paper no longer useful in a particular class, are sent to a special room to be sorted and made available as scratch paper. All completely used paper, which was formerly discarded, is now kept in the classrooms and offices until Friday afternoon, at which time it is collected by members of the Thrift Association and later sold. The proceeds go to the general fund of the Student Body. Pupils are also encouraged to save old newspapers and magazines as another means of financing student body activities.

Since adolescent boys and girls find it easier to spend than to save, it was felt that a savings bank located at the school would be a very convenient place for them to put their money, and that it would help them to develop the habit of saving. In March of 1940, a regular Thrift Bank was established on the campus. It is operated by senior pupils who have had two years of bookkeeping, and who are interested in the field of banking.

The two community banks supply the deposit and withdrawal slips, and the Los Angeles City and County School Savings Association furnishes the ledger cards and pass books. Deposits as low as 25 cents are accepted. The Thrift Bank deposits this money in the community banks, where it stays until needed to meet the withdrawals of the depositors.

Some pupils use the bank as a safe place to keep their money until it is needed for current expenses; some use it to save for their graduation expenses; others use it to accumulate a reserve for some other future use.

Since January 1, 1942 the Thrift Bank

has paid interest on all deposits at the same rate and under the same regulations that the regular banks follow with school savings accounts. This new procedure will very likely increase the amount of money deposited. As an added feature the Bank sells United States Government Defense Stamps to both teachers and pupils.

A very complete record of the thrift activities has been kept in typewritten form by the student secretary, both for future reference and for the experience it affords the secretarial pupils.

While we realize that it takes a long time to change the habits of young people, we do feel that the entire school has improved considerably since we first inaugurated the program of thrift education.

The thoughts and actions of thrift-minded pupils are appropriately summed up in the Thrift Creed, as follows:

"I believe in the United States of America. I believe that her progress depends upon the industry and thrift of her people. Therefore, I will devote my time to worthwhile activities and save time by being punctual. I will preserve my health, because without it I have less earning power. I will conserve materials, because materials cost money. I will save my money, because saving leads to security, helpfulness, and happiness. I will buy Defense Stamps and Bonds to help make my country secure. I will do all these things for the welfare of America."

Thus a strong background of thrift practice ideals is created to the end that pupils will make contributions to good citizenship. Practical education of this type exemplifies true Americanism, and should help young people to give more serious consideration to all types of property values.



For years I have wanted to become a collector of various precious and rare articles. But being a teacher, I've had to convert my yen for collecting to confiscating—pocket knives, sling shots, and noise-making apparatus.—MAUREEN FAULKNER in *Alabama School Journal*.

# MARGINAL COMMENTS:

A principal's plan for a monthly faculty give-and-take on interesting points in issues of *The Clearing House*

By J. ALVIN TAYLOR

MOST PRINCIPALS will agree that a really good plan of in-service training for teachers will include some means of stimulating all teachers to do some professional reading. Almost all high schools subscribe to professional magazines such as *THE CLEARING HOUSE*, and to such magazines as *The Mathematics Teacher*, *The English Journal*, etc., for the use of teachers in these special departments.

This is a wise expenditure of money and the purpose is good, but unfortunately, the mere presence of professional magazines in the school library or in the principal's office does not give positive assurance that they will be read regularly by all teachers. After all, teachers *are* busy people. Some of them read a number of educational journals regularly and profitably, while others are inclined to neglect this asset to their work.

But the principal can do more than merely announce on the school bulletin board, "The April issue of *THE CLEARING HOUSE* is now on the teachers' shelf in the library—*please read it*", if he honestly wishes all teachers to read this or any other professional magazine.



EDITOR'S NOTE: Throughout the school year of 1940-41, and again this year, Mr. Taylor made faculty reading of *THE CLEARING HOUSE* even more interesting through his running commentaries, queries, and personal remarks, jotted in pen-and-ink in the margins of each issue, from cover to cover. He tells about it in the accompanying article. The author is principal of Central Junior High School, La Porte, Ind.

The question is: What can the principal do about it?

First, he will of course read the magazine himself. And since he realizes that one of the stimulating experiences of teachers who read an article is comparing their points of view with that of some one else who has read it, he might underline provocative sentences or paragraphs and place his own reactions to them in the margin. He may even write in the margin, "Do you agree with this point of view? Yes . . . . or No . . . .". Incidentally, these annotations by both principal and teachers may be used by your faculty program committee in planning a further discussion of some points on which there is considerable divergence of opinion.

Second, the principal can save teacher time by indicating which teacher or group of teachers may especially wish to read certain articles. Some articles might be labelled, "This is a 'must read' article for all teachers." Perhaps another article will have special interest for "All English Teachers", another for the "Guidance Committee", and another "for Mr. Reed, the coach," etc.

Usually in *THE CLEARING HOUSE* there will be many articles which the principal will want every teacher to read, and if he uses the foregoing methods to highlight and personalize interesting points throughout, he makes the articles doubly interesting to them.

Now the next thing to be done is most important of all, viz., getting the magazine into the hands of the teachers, yet providing for some means of checking so that Miss Lowry will not place the current issue of

the magazine by accident in the bottom drawer of her desk and then discover it there when she does her spring house-cleaning.

This can be avoided if the principal will place a routing slip on the front of the magazine, giving not only the teachers' names but also providing, opposite the name of each teacher, a space for "Date Received" and "Date Passed On". I know that this method of circulating material among the faculty is effective, because we did just that with all issues of *THE CLEARING HOUSE* during the school year of 1940-41, and are doing the same thing with this journal and some other professional magazines during the current school year.

Yes, a program of professional reading is a necessary part of in-service training of teachers, but let's not fail to do our part as principals by doing the reading ourselves as well as making the material readily available for teachers to read.

(Accompanying this article, Mr. Taylor

sent his copies of three recent issues of *THE CLEARING HOUSE*, to show the extensive use that he makes of this journal with the faculty. Almost every page of the three numbers contains from one to several of his comments, written in the margin in ink, and bracketing or underlining of statements in the articles. This extends to the various departments, and to the filler items at the bottoms of articles. On the advertising pages he frequently jots queries to certain teachers, asking if they would like him to order copies of the books announced. Mr. Taylor has a sense of humor, and not all of his comments are serious. At one point in an article on poetry writing, he wrote a very neat poetic take-off on the gloominess of some of the pupil verse reproduced, and one of the teachers bradded to the page an amusing poetic reply. We are pleased no end that *THE CLEARING HOUSE* was chosen first of all for this stimulating monthly cover-to-cover use.—Ed.)



## Fill 'Er Up—With Ink

By WALTER S. SKELTON

As chief custodian of the inkwell, strange and mixed emotions well up inside me as the pupils come back for a "fill". First, it is reminiscent of the old college days when it was sell fountain pens, or else—go home, and stay there!

Second—and this is what cuts me to the quick—pupils come back to get a fill, but don't get a fill. There are tricks to all trades, even to being a fountain penner.

"Show the customers how to fill the pen or they'll blame our product," the company used to tell us. And—you'd be surprised how few people actually know how to fill a pen.

Now, if the golden silence of the assembly is disturbed by a hissing or sizzling noise which reminds you of a rattlesnake on the sun parched waste lands of old Wyoming, or the old gray gander down on the farm, or—and this is the most plausible—a youngster hissing at the teacher, don't

start racing your motor. It could be, and probably is, a pupil "filling" a fountain pen. If it is a pupil yearning for ink, approach him with these winged words:

"Now Pinky, you can't write with a bunch of cussed air bubbles. You want ink—that's the vital fluid of writing, as is well known. That's what you came back here for, wasn't it?" The pupil will agree with you, which will give you confidence and satisfaction. Now proceed to the second stage in the following manner:

"All right, then, dip your pen deep into the pigmented fluid. Hold 'er deep, even if you have to wipe 'er off afterwards. Now release the lever and count five like you are in no particular hurry. Now let 'er up for air—but she won't want air. She's full of ink and rarin' to go. Now bless you, Pinky, go back to your desk and pursue your books, and pleasant writing."



# SCHOOL GARDENS FOR VICTORY

By  
EARL R. GABLER

IT IS SAID that an army marches on its stomach. Taken literally this is a funny way for an army to march. However, we all know the nutritional inference of this statement. The nations and the armed forces that have a favored position relative to the food supply stand to survive. This was true in the last World War and argues to be a more important factor in our present conflict, where fit and sound human resources are prerequisite to the full utilization of mechanized warfare. As the storehouse of the United Nations our country faces a big problem.

The Victory Garden program had its beginning at a conference called by Secretary of Agriculture Claude R. Wickard, in Washington on December 19, 1941. This conference was attended by a representative group of gardeners, consumers, and other interested people, who studied the garden

problem for 1942 and formulated a national program. This program is being used as a base by the various states in setting up a plan synchronizing with their special needs.

As a rule, representatives from appropriate groups outline the state plan and work through the state defense council for its approval and operation. The local administration of garden activities is in the hands of the town or city defense council in cooperation with the county agriculture agent.

Some points emphasized in the consideration of the national and state policy concerning gardens in our present emergency are as follows:

1. At the time of the conference in December, the Secretary of Agriculture maintained that there did not seem to be any danger of a food shortage. However, much has happened since December 19 and the picture may not be the same today.

2. The mistakes that were made in garden activities during the last war should not be repeated. Many of us remember the hysteria and lack of understanding that ruled garden planting at that time. People planted potatoes in window boxes, dug up lawns, and often gave inadequate care where the planting was done under proper conditions. As a result much of the gardening effort resulted in a loss of fertilizer, seed, and time, while the failure of the undertaking contributed to lowering of morale.

3. Some attention should be given to encouraging the development of ornamental gardens—flowers, etc.—as a definite part of the government's effort to keep up the morale of the people. England and Scotland

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EDITOR'S NOTE: Dr. Gabler explains in this article how to organize a school (or community) Victory Garden program—an important wartime project for high schools that have the proper conditions for its success. The author formerly taught high-school agricultural courses. He is now a member of the faculty of the School of Education of New York University, and is director of the Victory Garden program in the community in which he lives. An amateur gardener of some note, he claims to be the first person who ever thought to grow watermelons on a slope beside a cold spring branch, so that ripened melons would roll into the water and be iced automatically.

have discovered that activities along this line substitute for recreation denied because of war conditions, and contribute to both a better mental and physical condition of the citizen.

4. Gardens, particularly of the vegetable variety, should be encouraged wherever there is a reasonable assurance of success. This entails the requirement of some experience and interest on the part of participants, proper selection of site and other factors. While authorities hold a sensible view of the need for gardening activities during 1942, they emphasize that a food emergency may exist in 1943. Only through the education of people in the various aspects of gardening could this probable emergency be met.

Should school gardens be encouraged? In many instances suitable land is not available for the economical production of vegetables, and the difficulty encountered is the fact that summer vacation restricts the growing season so that only a limited number of varieties can be planted. However, where the proper conditions are met (suitable site, proper supervision, educational application) a school garden on or near the school site is feasible. You may be surprised how easy it is to obtain the use of idle ground.

Schools are apt to restrict the so-called education of the pupil to the environs of the school. Science, social studies, and the other areas of human experience are generally taught in a classroom from a book. Why? Because as long as our concept of education is one of "knowing" rather than "doing" it is the easiest way to reach our objective. We have no projects, no field trips, no attempts to hook up the new idea or fact with the life adjustment problems of youth.

More and more we must recognize life activities of pupils (work, hobbies, play and general contact) as a basis for education, giving less and less emphasis to the verbal per se. The concept of the school garden as a home garden falls in with this idea

and is rich in educational possibilities.

In administering a plan of home gardens for school children there should be close cooperation with the county agricultural agent. Pamphlets and other reference material together with technical service in the form of soil testing and supervision are generally available from this source. The plan itself should be worked out in a co-operative manner. Teachers in the school who are interested in gardening, representing the science department, the homemaking department, the art department, and as many other fields as can contribute to the success of the gardening experience, should be brought into the picture. The problem is primarily one of education.

Some teacher—it may be a science teacher if you can prevail upon him to deviate from the course of study in general science or biology—should plan with the pupils for their gardening adventure. The major point in selecting the teaching personnel is to get persons who know the field and are enthusiastic about it.

The following topics are suggestive of those that should be covered in preparation for the trip into the land of the vegetables:

*Selection of the site.* This is most important since the home plot is generally quite shaded, and the success of the garden depends, to a great degree, upon the amount of sunlight available throughout the day. Good drainage, southern exposure and harmony with the existing landscape are other considerations.

*Choice of varieties.* A realization that there are certain varieties of vegetables that will do well in almost any kind of soil is necessary in selecting varieties. Other factors, such as shaded parts of the garden, and time and length of summer camp vacations, should also influence what the pupil decides to plant. Where space is at a premium varieties that occupy a small space are preferred.

*Lay out.* To allow for economy of space, rotation of crops, beauty, and adventure,

considerable attention should be given to planning the lay out. Perennials such as asparagus, rhubarb, and strawberries should be planted at one side where they can remain undisturbed for a number of seasons. Vegetables that mature early—radishes, lettuce, string beans, peas, etc.—should be grouped together so that the space can be freed for another crop later in the season. There should be a like grouping of crops that last through the season.

*Soil preparation and fertilizers.* The preparation of the soil and the fertilizers used will be conditioned by the type of seeds to be planted and their food requirements, as well as the plant foods naturally available in the soil. Deeply cultivated and well prepared soil is necessary. Plenty of humus, which can be well rotted manure or peat moss, is necessary to hold moisture and add to plant food. Certain vegetables need special fertilizers. Potatoes require phosphorus and potash and leafy plants such as chinese cabbage, lettuce and spinach need nitrate of soda. As a general fertilizer it is recommended that about four pounds of a 4-12-4 analysis be applied to every 100 square feet of soil.

*Planting and care.* Certain vegetables, as lettuce, onions, chinese cabbage, early peas, can withstand frost and can be planted as soon as the ground is workable. Light frosts generally do not harm beets, carrots, potatoes and the wrinkled peas. Beans, melons, and tomato plants should not be planted until danger of frost is past. Planting every two weeks, to assure a continued supply of certain vegetables, is a good policy. Elimination of weeds, and the depth, frequency and time of cultivation are important aspects of the care of plants. Quite a few of the seed catalogs give planting information concerning the depth and spacing of seeds and the length of time necessary for each kind of vegetable to reach maturity.

*Insects, diseases and remedies.* Garden pests are continually on the increase and their control becomes more necessary. In-

sects may be classified as chewing insects and sucking insects. In the chewing classification we find the beetles, grass hoppers, cut worms, cabbage worms, and army worms doing the most damage. A stomach poison in the form of arsenic or fluorine compounds may be used on these.

Where there is danger of harm to humans from poisons, on such plants as string beans and others, rotenone dust is recommended. This is effective against both chewing and sucking insects. Compounds of nicotine, rotenone and pyrethrum may be used successfully to combat aphids (plant lice) and other sucking insects.

Other diseases that warrant attention are the fungus, bacterial, virus and physiological. Where the fungus and bacterial types appear above the ground some copper compound, such as bordeaux mixture, may be used. Virus diseases are hard to control. The best thing to do with the manifestation of the disease in forms of cabbage yellows is to pull the affected plants and burn them. Physiological diseases are caused by improper conditions of plant growth, leading to lack of color and stunted or spindly growth.

*Harvesting, canning and storing.* Certain vegetables such as corn, peas, beans and tomatoes must be picked at a certain "right" time to be at their best. There is quite an art in preparing vegetables for canning and in the actual process of cold packing. Many vegetables, however, retain their flavor much better through storing than canning. Chinese cabbage, for instance, picked in September, wrapped in newspapers, and placed in a cold cellar, will be found just as good in March. Beets, turnips and carrots buried in holes in the ground below the frost line may be dug up during the winter and discovered to be as sweet and crisp as they were when buried in the fall.

School garden activities, particularly those of the home variety or 4-H Club type, are rich in educational possibilities. Many areas of human activity and knowledge are



involved—physical exercise, the nutritional values of food, man's relation to and understanding of plant life, insects and diseases, the application of beauty to the arrangement and of mathematics to the accounting of the garden. Gardening, once started, is like real education. It is something that one never finishes. It is more an attitude of

mind and a conscious effort to seek better answers to one's problems.

Planning, purposing, faith and hope—those elements so essential to a full life are always present. And with one's feet in the soil from summer to summer the transition from this life to the next is hardly noticeable.



## Hamtramck High Leads City-Improvement Activities

Several years ago a group of students in the sociology classes of the Hamtramck, Mich., High School began exploring the possibilities for students to participate in community activities. They thought that as long as sociology was limited to purely academic studies about community life, the subject would remain unreal. . . .

Through the cooperation of the high school principal, a class in Civic Pride was organized on the basis of full high school credit. Every home-room in the high school sent one representative to the class. This body was known as the Civic Pride Council.

Through the Civic Pride Council, the organization was extended to all of the elementary schools, both public and parochial, of the city. Today it has become the general medium for all projects involving school-community activities, and problems of this nature are constantly being referred to it for solution.

To get down to cases, here is a brief summary of a few of the more important achievements of Civic Pride:

Clean-up and paint-up campaign activities.

"City Apprentice Day", which originated some years ago, and has developed into a serious project. On that day, Civic Pride representatives take over all city offices each year and offer "legislation" for improvement of civic conditions. Several of these bits of "legislation", which were offered, of course, merely as suggestions, have actually become city ordinances.

Local theater owners were stimulated to the extent that their active cooperation was secured, with the result that all theaters on the main street have been redecorated, with special attention given to lighting, air-conditioning, exists, etc.

Many surveys, public discussions, and the city apprentice legislation have at last resulted in the present project for a city-owned recreation center. At a cost of \$55,000 the following facilities will be provided for Hamtramck residents, by three agencies

(WPA, Wayne County Road Commission, and the city government): A stadium with a football grid-iron, comfort station, baseball diamonds, volley and handball courts, plus numerous facilities for games on spacious grounds. . . .

Among other allied activities, Civic Priders paid necessary expenses in cash and elbow-grease, and secured the consent of vacant lot owners for the use of their lots for a WPA "tomato garden" project which produced two thousand quarts of tomatoes for free school lunches.

Intolerable parking conditions caused by extreme congestion on the main thoroughfare were alleviated by the installation of parking meters.

A centralized bureau of clubs was established for the convenience of local citizens.

Housing studies and surveys over a period of years bore fruit in conjunction with the work of the local Housing Commission, when large-scale Federal Housing projects became a reality.

In the tree project, involving the removal and replacement of 20,000 trees, Civic Pride succeeded in removing hazards and beautifying the city at the same time, since many of the old poplars, for example, had become a definite menace.

As a result of clean-up and other Civic Pride activities, the alleys of Hamtramck have become a real pride. And they stay that way the year 'round!

A youth "Board of Review", for moving pictures to be shown in Hamtramck, is now in process of organization.

In safety work, Civic Pride has conducted numerous discussions and contests, circulated literature, and succeeded in obtaining more and better signal devices, stop signs, and so on.

Mr. Sylvester Ameika, Secretary to the Department of Public Welfare Commissioner, now meets weekly with the Civic Pride Council, at Council headquarters in the fourth hour class in the high school, to offer and obtain advice, and to promote cooperation between the organization and the city government.—JOHN JAY in *Junior Red Cross Journal*.



# PLACEMENT BUREAU:

During its first year in Drury High School  
it proved its worth for pupils and employers

By

MICHAEL SCARPITTO

THE FIRST STEP in establishing Drury High School's placement bureau consisted of discussing the matter with Principal D. W. Fowler and Superintendent Justin Barrett. The superintendent then recommended that the North Adams School Committee officially establish a placement bureau, which would also function in guidance work, as an experiment. The recommendation was accepted and the bureau was established with little expense to the city.

The next step was the selection of an advisory committee of approximately 35 members, representing the various industrial plants, civic organizations, service clubs, city welfare officials, and state and Federal employment service officials. Later a sub-committee was formed. It consisted of the principal, the chairman of the commercial department, the chairman of the household arts department, and the placement director, who is the executive officer for this committee. The sub-committee helps the director to rate the prospective workers.

*Canvass for Jobs.* Every local office and business establishment was visited. It was realized that only a few jobs might be ob-

tained then and there as the canvass of business-establishments was made, but it was felt that calls would gradually come in as these various employers needed young workers. As an example, no immediate jobs resulted from the canvass of the seven bakeries in the city, but within three weeks, four jobs were obtained, two full time and two part time.

Excellent publicity was given by the local newspaper, *The North Adams Transcript*, whose editor is strongly interested in the welfare of young people. Articles announcing the installation and the work of the bureau appeared in the newspaper at least once a month.

*Registration of Pupils for Work.* The placement bureau has an office where pupils register for jobs or seek guidance. The types of work listed include office, store, factory, mechanical, automotive, gas station attendant, child care, housework, and "handy man" jobs.

A complete list of the graduates of the previous June was kept on file. This list also included the type of work the graduate was doing or would like to do if unemployed. The bureau telephoned each graduate monthly to see who needed jobs.

A cadet system for commercial-course seniors was used, whereby each girl worked a period of approximately six weeks as secretary in the placement bureau. The practical office experience thus obtained later helped these girls find better jobs in offices.

When a call was received for a worker, the prospective employer was asked for the usual necessary information. The director

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EDITOR'S NOTE: *This article explains the organization and operation of the Placement Bureau of Drury High School, North Adams, Mass. It was begun as an experiment in August 1940, and became such a speedy success that it is now a regular department of the school. Mr. Scarpitto teaches in Drury High School, and is director of the Bureau.*

then selected from the files the names of two or three pupils who could qualify for the job. Before they were sent for the interview, each separately had a conference with the placement director to plan details for a successful interview with the prospective employer.

The selection of the worker by the employer operated to the mutual advantage of the school and the employer. The pupils realized that the final selection rested with the employer, and that the director did not actually give out jobs but was a contact for them.

Most full-time jobs were offered to unemployed graduates or to graduates who sought better positions. Exceptions to this rule were made in the case of "drop-out" pupils who needed work badly. Frequently part-time jobs were obtained for potential "drop-outs" so that they could remain in school. Pupils in need of work were also helped as much as possible.

Numerous calls were received for workers on jobs that the bureau did not care to obtain for the pupils, either because of a lack of qualified pupils or because the job was of a sub-standard type. Jobs for domestic workers often were of the latter type. Frequently calls came from housewives who either demanded housework of the hardest and most menial type for amazingly low wages or at unreasonable working hours. Such a caller was informed that the job was sub-standard according to the practices of the U.S. Employment Service. In several cases the job requirements were raised to the standard level.

The placement bureau was very careful concerning the types of jobs accepted, because the school would be criticized for careless placement of young people in any harmful environment. As an example, girls who were hired evenings to take care of children were taken home by the woman who hired them or by some other reliable individual. The bureau made these arrangements before it agreed to send a girl.

*Summer Employment Service.* The bureau was kept open during the summer of 1941, with clerical workers supplied by the NYA. These were our own pupils who were not employed. Eighteen jobs were obtained by the bureau during the summer months.

Before school closed in June, all pupils who wished summer jobs were asked to register. The numbers of pupils seeking various types of jobs were listed. Then the publisher of the local newspaper donated the space for a large advertisement. As a direct result of this advertisement seventeen calls were received, which resulted in eight jobs. Some of the other calls were for domestic jobs of sub-standard type.

*Other Activities of the Placement Bureau.* The director soon observed that pupils came to him for educational guidance. Although most of this work was done by the principal and pupil advisers, the director was frequently asked for help by the pupils. Much of the vocational guidance work was done in the placement bureau. Information was sought concerning trade schools, vocations, etc. Another important activity of the director was giving tests of various types—intelligence, psychological, aptitude tests for clerical workers and trade school applicants and general achievement tests.

*Cooperation with NYA and Massachusetts Employment Service.* Frequently the director was able to obtain NYA work for unemployed graduates until an opportunity for placement arose in private industry. The Massachusetts Employment Service and the placement bureau also cooperated with each other as much as possible. The placement bureau referred many calls to the Employment Service, and frequent conferences were held with the manager of the local Employment Service. As an example, the placement bureau registered many boys from 14-16 years of age for the Employment Service when it sought potential temporary agricultural workers.

The Employment Service can be of great assistance to the school because of its fa-

cilities for job clearances throughout the state and in other states. Our placement bureau restricted its efforts to the local area, however.

*Follow-up Service and Results.* A very important activity of the placement bureau was the follow-up service. After a worker had been on a job for six or seven weeks, the director either visited or called the employer and occasionally the employe also, to learn whether the school could be of service in improving the worker. Information resulting from follow-up service was utilized.

For example, it was learned that some of the graduates employed in a store could not "make change" correctly. Some of these girls were therefore called into the placement bureau for practice. In another year this deficiency will be corrected in one of the regular subject classes or in the placement bureau before the girls are sent to a store job. In another case the manager of an office criticized the school because the girls lacked training in personal hygiene. This situation will be corrected by the girls' physical education teacher, who henceforth will try to impress upon the girls the necessity for personal hygiene.

Unpleasant incidents closely allied with follow-up sometimes occur. Occasionally pupils have been discharged. If the pupil is at fault it may be a good lesson for him. Certainly it would be much less disastrous for the pupil to be discharged now than it would later in life after he had assumed other responsibilities.

*Reports.* Monthly reports reviewing the activities of the bureau and the status of graduates are submitted to the principal, superintendent, and the state department of education, which is very interested in our program.

*Results of the Placement Bureau—August 20, 1940–August 20, 1941.* Although the success of the bureau is measured by qualitative rather than quantitative placements, it is

felt that a report should be inserted showing the number and types of jobs obtained for this period: Full-time jobs—61; part-time jobs—83; miscellaneous odd jobs—101; total—245.

#### *Observations and Conclusions*

1. The success of the placement bureau should be measured by qualitative rather than quantitative placements.

2. The pupils have become "work conscious".

3. The placement bureau greatly reduces exploitation of pupils by unscrupulous employers.

4. Part-time jobs frequently result in full-time jobs after graduation.

5. The school can generally make better contacts than the pupil.

6. Employers feel that they do not have to devote valuable time to sifting "wheat from the chaff".

7. Home-school-community relations have been greatly improved because the school is really trying to help the pupils make better adjustment to industrial life.

8. Calls seem to be commensurate with the amount of canvassing.

9. The placement bureau helps raise job standards for young people.

10. The community realizes that placement is much more than a one-man undertaking and needs the support of others.

11. The high-school faculty also feels that helping the bureau helps the school.

12. Pupils appreciate efforts to help them.

13. The school assists its pupils in placement until some other agency demonstrates its superiority in this field.

The placement bureau is no longer an experiment in North Adams. It has become a regular department of the high school. The total expense for the year was approximately \$150. When the cost is so little, and the benefits so many, can a school afford to function without placement service as a part of its guidance program?

# ➤ SCHOOLS *for* VICTORY ➤

Department of ideas, plans, and news  
on the high schools' part in the war

## *Night Course in Farming*

A special night course in agriculture is being offered to boys of Appleton, Wis., High School, Herbert H. Helble, principal, reports to this department. It will be of value to those who intend to have Victory Gardens, or to work on a farm for the summer.

This is only one of 27 wartime projects of the school. Another: A faculty committee has been appointed to collect war posters, bulletins, letters from graduates in the armed services, badges, and other mementoes of the war.

## *More Model Planes Needed*

The second set of 500,000 scale models of airplanes, to be constructed by high-school pupils for training of the armed forces and civilian defense units, has been requested by the U. S. Office of Education. Work on the first half-million models is reported well along.

Only models constructed according to plans available through the Model Aircraft Project director of your school district can be used. The new plane models to be built represent aircraft of 6 nations, including the U. S. Models must be packed carefully for shipment to distant points.

## *School Paper Sent to Grads in Service*

Put the graduates and former pupils of your high school, who are now in the armed forces, on the complimentary-subscription list of your school paper.

That is the suggestion of Mildred E. Ralston, adviser of the *Yellowjacket*, school paper of Freeport, Pa., High School, who writes to our "Schools for Victory" department as follows:

"We have been sending the *Yellowjacket* to the 100 or more former pupils of the school who are now in service. And the response of these boys has been heartwarming.

"From all parts of the country, and from all places where the United States is at war, we have received letters of appreciation and thanks. The letters are chuck full of human interest, and we

have published many of them in our paper. The idea was original with us, and we know of no other school that is using it. We feel that we are, in a small way, building morale. The many letters that we receive from these boys are reward enough for the small extra expenditure of time and money involved."

## *Social Studies: No Surrender During Wartime*

Jitters about social-studies teaching during wartime were evident at the Seattle conference of Washington administrators and supervisors, reports Obed Williamson in *Washington Education Journal*.

At one session, states Prof. Williamson, school men were advised to ban a certain social-studies series that has been under attack before. Another speaker said that schools should now relax their teaching of social studies "since no one really understands our social problems anyhow".

"Such statements are dangerous to the maintenance of our democracy," comments Prof. Williamson, and continues:

Educators are fully aware of the zealous interest of some organizations in deciding what Americanism is and what should be taught in the schools. These groups have taken unto themselves the duty and responsibility of censoring American educators and textbook writers. They seem to believe that anyone who recognizes that our *laissez-faire* economics is being modified and that our democracy is necessarily becoming more and more cooperative in character is un-American.

The suggestion that we curtail the teaching of the social-studies strikes at the heart of the very essence of democracy. To say that none of us understands the problems of democracy is evidence of defeatism, if not hysteria.

Let us not be stampeded into any book-burning campaign, nor bamboozled into any notion that educators are incapable of furnishing any assistance in the solution of our problem. Here is a challenge! Can the educators of America build a population of citizens capable of understanding their problems and thus of maintaining a democracy? Can we help to bring about a condition where the consent of the governed really means *intelligent* consent? I believe we can.



### *"Victory Class"*

A special "victory class" in shorthand and type-writing for boys in commercial courses who are looking forward to doing their part in the armed services when they become of age is suggested by *Business Education World*. Pupils like to feel that they are contributing their share to the war effort through their school activities—and "We wager that they would set a standard of achievement above any that has thus far been reached in your school. This suggestion is typical of several ways in which the entire business program can be vitalized and incorporated into our all-out victory campaign without in the slightest reducing its permanent educational value."

### *Special-Week War Stamp Promotion Plan*

A special-week plan is used to promote sale of war stamps among pupils of the Anaconda, Mont., Junior High School, writes D. H. Beary, principal.

Every week the special appeal is changed. For instance, "MacArthur Week" in the stamp-promotion plan may be followed by "Sam Winn Week". (Mr. Winn, former athletic director of the school, is now serving in the Philippines.) The following week would be "Alf Gaskell Week". (Alf is a former pupil of the school, now in the navy.) And so the stamp weeks roll.

A war-stamp Poster Committee selects the three or four best posters produced for each special week, and places them on the bulletin boards.

A Lesson Plan Committee selects the special-week appeals, outlines plans for homeroom discussions and teaching programs, and edits publicity for the school paper.

The stamp-purchase program is operated as a bank. There is a teller for each homeroom, and he orders stamps from the cashiers. The bank has a central revolving fund for buying the stamps from the post office.

### *"Get the Scrap"*

School drives to collect scrap metal, paper, rags, and rubber are *not* one-time, one-shot projects that can be abandoned after one successful effort. Right at this moment war industries are being forced to operate well below capacity because they can't get the necessary scrap.

Lessing J. Rosenwald, chief of the Bureau of Industrial Conservation, recently stated: "Our major concern is that the recovery of gravely needed scrap metals, wastepaper, old rags, and rubber and the shipment of these materials to our war factories be both speedy and efficient. This is not a short-term

drive or campaign, but must be a continuing program, for the duration of the war. We must use every ounce of manpower, every bit of experience, every facility that is available to 'get the scrap'."

### *Tips on Paper Collecting from Boy Scouts*

Ideas on collecting waste paper in the community, as suggested by the successful experiences of the Boy Scouts of America, are reported in *Group Activity Digest*:

Divide a selected territory so that pupils cover every street and every house. Special arrangements should be made to cover apartment houses and office buildings.

Pupils should have a sales talk that explains the project and its importance, and how and when collection will be made. Leaflets or mimeographed letters explaining the purpose of the campaign and the schedule of collection can be distributed.

Regular and efficient collections should be made. Good will is quickly lost if housewives take the trouble to save and store paper, and pupils do not call for it at the expected time. Date and hour should suit the donor's convenience.

Newspaper publicity and radio skits can be arranged, as well as talks before service clubs, church groups, etc.

Waste paper should be sorted, not only because dealers prefer it, but because it brings a better price. Current issues of suitable magazines can be retained for the school, or for donation to army camps, hospitals, ships, etc. Corrugated boxes should be knocked down and tied in bundles of 10 to 15 pounds. Miscellaneous paper should be packed down in corrugated boxes, and the lids fastened. Bundles of 10 to 15 pounds are best for newspapers and for magazines.

### *Class Finds New Buyers for Stamps, Bonds*

Here is how one class of Lincoln High School, Tallahassee, Fla., by smart thinking, staged a house-to-house canvass that sold \$5,242 worth of war stamps and bonds to a group of residents, 95% of whom were making their first purchases. Following is the report of G. L. Porter, principal of the school, to this department:

"What are we doing to aid the War Program?" Out of this question came a very interesting discussion in our class in "Modern Problems", and a worthwhile suggestion.

Talking about the problem on that personal basis, the pupils hit upon the idea of conducting a war

(Continued on next page)

## SCHOOLS FOR VICTORY (Continued)

stamp and bond drive in the Negro section of the city, which had not been contacted before, and probably would not have been.

A committee was appointed to ask the principal for permission to conduct the drive. A week was needed to make all necessary plans, which was done during the regular class period. Some of the activities in the planning period were: Study maps of the city; plot the section to be covered into canvassing units; study the stamp and bond investment plan; make receipts to be used; make blanks for recording contacts and sales; develop salesmanship techniques, etc.

The pupils did their own planning, and had to confront real life situations in their calls. At the end of the 6-day period of canvassing, their teacher, R. Frank Nims, and the class, agreed that the drive had been a genuine educational experience, as well as a financial success. (P. S. The pupils had practiced what they were to preach, as they had bought stamps for themselves before the campaign was launched.)

### *Diplomas for Selectees*

High-school seniors of Connecticut who would be given diplomas in June, but who are inducted into the armed forces during the current semester, will be given their diplomas anyway, according to a policy recently announced by the State Board of Education. The successful completion of their final semester would be recorded as military training or military service.

### *Volunteer Land Corps for Boys and Girls*

The new Volunteer Land Corps movement offers high-school boys of 16 or over, and high-school girls of 18 and over, a healthful and patriotic summer of work on the farm.

Designed to meet the serious shortage of agricultural labor, and to save this year's farm crops, the movement was begun recently in Dartmouth College and Harvard University, reports Dorothy Thompson in her column, "Off the Record". Farmers in the East responded so enthusiastically to the idea that the movement has spread, and now has headquarters at 8 West 40th st., New York City.

The plan: High-school boys and girls, and college students of both sexes, volunteer with the Corps as private soldiers of the land, at private soldiers' wages—\$21 a month and room and board. They must not be afraid of hard physical work. And they must agree to go where sent the moment school is out.

The Volunteer Land Corps at present is confining its field of operations to certain Eastern states. But full information on how to organize and operate a local unit will be sent to any group or school upon request.

The originators of this plan, writes Miss Thompson, "have an idea that goes beyond the essential economic war service. They want to create in their land army a real esprit de corps; to reach out from their group (the volunteer workers) to the youth of the farm communities; to plan Sunday meetings together in the various townships to discuss the issues of the war and the future of America. They are gathering together a traveling library of informational and inspirational books; they are planning an educational service."

In the old days, farmers depended chiefly on their own sons and daughters for farm work. The volunteers will offer themselves as foster sons and daughters for the summer. They are being placed through contacts with farm agencies, and through "scouts" who investigate the families that agree to take workers.

Here is a big idea. It can be operated independently by a high school in its own county. Interested readers may write for plans and suggestions to Volunteer Land Corps, 8 West 40th st., New York City.

### *Free Aeronautics Handbook*

Pilot training, airports, airways, and air safety are the topics under which the defense work of the Civil Aeronautics Authority is outlined in the CAA Staff Handbook, *CAA for Defense*, reports *School Life*. Free copies may be obtained from the CAA, Washington, D.C.

### *Information Sources on Victory Gardens*

School garden projects are a fine educational activity for high schools, war or no war, and have been all along, states the U. S. Office of Education. Now that school gardens can serve an urgent national need, the following sources of information are recommended:

1. A discussion of the practical points of organizing a Victory School Garden will be found in Dr. Earl R. Gabler's article, "School Gardens for Victory", in this issue of THE CLEARING HOUSE.
2. The March 1, 1942 issue of *Consumers' Guide*, Department of Agriculture publication, is the "Victory Garden" issue. It contains 16 pages of helpful information on the subject. Copies are available for

5 cents each from Supt. of Documents, Government Printing Office, Washington, D.C.

3. Write to the School Garden Service, U. S. Office of Education, for new free helps. Write also to Extension Service, U. S. Department of Agriculture, Washington, D.C.

4. Consult such local services as the county agricultural agency.

5. Most of the state colleges and departments of agriculture have bulletins on gardening that have been especially developed for use in their respective states and communities. These sources are important because they deal with local climate and soil conditions, etc.

6. Don't be beguiled by the marvelous illustrations in the big seed catalogs.

7. Plan immediately.

### *Postage Stamps for Dye*

"We have a contest on between the boys and the girls," writes H. C. G. Fry, principal of Libby Junior High School, Spokane, Wash., "to see which side can save the greatest number of canceled postage stamps. (They are given to the Red Cross for extraction of the dye.)"

This school has three other continuous collection drives in operation. Sales of war stamps, promoted every Wednesday, have shown an average of 10 cents a pupil per week since December 17. The school's health program has been intensified, and through a special morale project, pupils are being taught to be cheerful at school and at home.

### *Policy on Farm Work for High-School Pupils*

As it may be necessary in some farm areas to recruit high-school pupils for farm work to which they have not been accustomed, the various government agencies concerned (Labor, Employment, Agriculture, Education) have issued a statement of policy which includes the following points:

1. The school work and home duties of pupils under 14 should be their full-time job—unless extraordinary public emergencies exist.

2. Education of youth over 14 should not be interrupted unless no alternative source of farm labor can be made available.

3. Youth of 16 and over should be used for farm work before younger children are called upon. Schools should make every effort to develop programs that will wisely dovetail school activities with agricultural work, and will result in no curtailment of school terms.

4. Where such young workers are used on farms,

### *Report to Us*

Readers are requested to submit reports on what is being done or planned in their schools to back the nation's war effort—activities, classroom instruction, administrative procedures, etc. We welcome letters, mimeographed materials, school bulletins, short articles of 100 to 600 words, and full-length articles up to 2,500 words on this subject. We shall undertake to publish or abstract the ideas and reports that would be of interest to other schools. Send to Forrest E. Long, Editor, THE CLEARING HOUSE, 207 Fourth Ave., New York, N.Y.

their health and welfare should be safeguarded through reasonable hours of work; equitable wages at not less than established prevailing rates; safe and suitable transportation; provision of fully adequate housing accommodations, supervision, and leisure-time activities.

### *New Emphases in Lafayette English Classes*

"The English Class Helps the War Effort" is the title of ten mimeographed lessons prepared for use in second-semester English classes of Lafayette High School, New York City.

Pupils engage in study, discussion, and theme writing on the suggested topics: the ideals for which the country is at war; necessity of tolerance and understanding of nationalities and groups; need of understanding words encountered in newspaper, radio, and movies; need of intelligent understanding of the news offered by the three media; value of reading in time of national emergency; the possibilities of our own (the pupils') participation; expression of our own ideas on the war effort clearly and forcefully.

### *3 Latin-American Units*

*A Study of Latin America for the Senior High School*, a free government bulletin, presents unit plans, teaching suggestions, and sources of materials for three units in the Inter-American field. Unit titles are "Pan-American Relations", "Meet the Latin Americans", and "Latin American History". Copies may be obtained from the Division of Inter-American Relations, U. S. Office of Education, Washington, D.C.

# LEADERSHIP Course:

Baker Junior High's class for student officers improves their use of school time (\$53 an hour)

By  
J. R. EVANS

LIKE A SMALL BOY alternately shuffling and skipping through a vacant lot, random thoughts sometimes ramble through a vacant mind . . . Let's see, at two hours per day, 5 days a week, each member of our basketball team puts in an average of roughly 10 hours of practice for every hour of participation. That seems like fairly thorough training. And our budding dramatists put in almost two hours a day for 5 weeks, or 50 hours' training, to appear before an audience of 1000 for two hours under the spotlights.

But now our pupil officers—let's see—they put in 10 minutes for an hour's performance before 500 young citizens or in this school system, before a combined junior-senior high assembly, before 1000 young citizens. And we are relatively a small school!

The foregoing random thought, rambling through a vacant mind, may start a chain of analysis.

Why do we expect pupil officers to perform adequately and well with no training and very little preparation?

Is a well-trained team more important than a well-trained set of leaders?

What is the value of an assembly or a student body meeting?



EDITOR'S NOTE: "We began our leadership training course two years ago," writes the author, "and the work seems to have been of much benefit to the school as well as to the pupils who received this special training." Included in this article is an outline of the course. Mr. Evans is principal of Baker, Ore., Junior High School.

What is the cost of an assembly or a student body meeting in dollars; what cost in teaching hours?

Roughly \$160,000 divided by 3 (this school contains approximately one-third of the district's youngsters) equals \$53,333 per year to run this school, or \$53,333 divided by 1000 teaching hours per year equals \$53.33 per hour to educate 500 pupils.

Or on each one-hour assembly \$53.33 worth of taxpayers' money must reach fruition.

Or to tackle this problem from a different angle: \$53,333 divided by 500 equals about \$106.60, the cost of educating one youngster per year, or roughly \$53.33 (one assembly) equals one youngster's education for one semester.

And we entrust Johnny Jones, age 14, with this responsibility with no training and little preparation!

What is the answer? No assemblies? Faculty-conducted assemblies?

Baker Junior High School thinks not. Faculty members are heard before the assemblies very rarely. They reason that they are directing the training of pupils, and that the assembly must not be a show place for teachers but a training ground, and a very efficient one, for pupils. For every person appearing before the assembly is substituting for 22 teachers, all well-trained.

Yet the leader's training?

Classes, homerooms, boys and girls league, patrol, student council, revealed the same fallacy.

We were expecting the leaders to carry on efficiently and well, to exemplify leadership, to achieve results with other peoples' time,



but with little specific training for the job. Those leaders were bravely attempting a job fit to quell the heart of many an experienced instructor!

A summer's research on the eucalyptus-scented University of California campus, delving into professional literature, a year of quizzing school authorities at conferences, and of sending questionnaires revealed that our school was typical. The obvious conclusion was that, taking the country over, leaders muddle through meetings, use slipshod parliamentary procedure, accomplish little, while the student body sits in apathy, or boisterousness, or boredom with that infinite patience which amazes the observer.

Schools reported by questionnaire and letter, "We teach parliamentary procedure in our agriculture classes" (an absolute fact—Smith Hughes ag. boys are likely to be a school's best trained parliamentarians) and "We teach parliamentary procedure in English", "Our student council meets once a month", "Our students almost always elect a strong leader who manages very well", "The auditorium teacher arranges the assembly program."

Fine, I suppose, depending on the type of school. But what actual, down-to-earth, specific training does President Billy have for that meeting coming next Thursday?

To present a definite answer to this problem a definite training course in leadership was inaugurated in Baker Junior High School two years ago. After two years of operation, its success seems assured, although modifications are being made as time goes on. No claim is made for complete adequacy or brilliance in the plan, but prexy now receives some guidance, and the pupils have leaders with at least a little training in handling groups, procedures, and arrangements.

Essentially the course is designed for realization of seven objectives.

1. Improving the quality of leadership in the school.

2. Assuring dignity and prestige for pupil officers as an aid to their effectiveness.

3. Instilling in leaders a burning desire to perform duties to the best of their abilities.

4. Aiding pupils in preparing for their offices, with the aim of giving them confidence in their ability to carry out their duties.

5. Inspiring enthusiasm for their tasks in officers-elect.

6. Giving students as a whole and individually an understanding that they are a part of the school training program.

7. Giving personality guidance to pupil leaders to avoid "spoilage", which often causes the downfall of potential leaders.

The course is divided into six short units which vary in length, depending on the personnel of each group.

Instruction is carried on each fall for the new student council, which is composed of student body officers, patrol leader, home-room leaders, girls' and boys' leagues, newspaper editor, class officers—in short, all who are most likely to appear before groups of pupils extensively that year.

In greatly curtailed outline form, the units follow:

#### Unit I. *Orientation of Pupils to Student Council*

##### A. Objectives (in brief)

1. To acquaint pupils with
  - a. Makeup and philosophy of the school
  - b. Their place in the leadership of the school
  - c. Reputation
2. To unify student council as a group
  - a. Avoid snobbishness
  - b. Liberty-taking
  - c. "Ganging" to exclude wide friendships
3. To acquaint Student Council with its task in the school

##### B. Methods and Procedures

1. Discussion and lecture
  2. Problems, designed to stimulate thinking
    - a. Give ten different circumstances in which members of this group will be before pupil groups.
    - b. What is relation of Student Council to other organizations?
- (8 other similar problems)

Unit II. *What Is a Leader?*

## A. Objectives

1. To show requisites of a person who is in a position of leadership
2. To show necessity for feeling the pulse of the group served

## B. Procedures

1. Method: Student report and discussion
2. Problems
  - a. Characteristics of pupils selected to lead
  - b. What will be the effect of distributing tasks to all members of the student body?
- (6 other problems)

Unit III. *How Can You Improve Your Methods of Leading?*

## A. Objectives

1. To give a measuring device for self-appraisal
2. To stimulate interest in leadership growth

## B. Procedures

1. Check your knowledge of parliamentary procedure.
2. Measure yourself on the accompanying chart. (Chart carried 15 attributes or personal traits, with space for ratings of "excellent", "strong", "average", "weak". Such items were included as physical vigor, thoroughness, courtesy, etc.)

Unit IV. *Practice in Planning*

## A. Objectives

1. To give pointers on where to get aid and how to work with advisers in planning programs
2. To formulate actual practice procedures (what to prepare, how to conduct the meeting, develop unity, maintain high plane of morale, avoid hasty group action)

## B. Procedures: Discussion

1. Problems
  - a. What plans must be made before meeting?
  - b. What is the proper parliamentary procedure?
- c. Hints on conducting meetings

Unit V. *My Job and How to Do It*

## A. Objectives

1. To have pupils think about and formulate a clear picture of their particular job and exactly how they intend to accomplish it
2. To show how this job is a part of the whole democratic pupil society and how each must function

## B. Procedures

1. To have each pupil, with aid of his adviser, think out his job and prepare a definite outline of the work he will do

Unit VI. (Continuous Unit): *Does the Course Work?*

## A. Objectives

1. To encourage continued use of leadership principles
2. To check effectiveness of the course
3. To seek improvement of the course and expansion to other units of student groups

## B. Procedures

1. Encourage leaders
2. See that leaders are carefully checked on preparation and methodology
3. Review course in student council
4. Encourage cooperation with adviser on any problem requiring aid
5. Survey results and change course, elaborate, etc., as necessary

By the process of teaching, directly and indirectly, by exemplification, by planned guidance, Baker Junior High school hopes to give pupils their fair and just training, whether behind the gavel or before it. We hope that the pattern of leadership will assist greatly in improving future leadership. One assembly must bring to us values comparable to one semester's education of one of our pupils. That requires well-trained leadership, not necessarily routinized, but organized leadership with method, efficiency and skill.



## Vocational English

In the vocational school, literature and language must be guided by a factor of correlation which insists that only those things be taught which may be utilized by the students in their lives as workers in industry and as members of a democratic community. We investigate the language and literature

problems of industry. As a result we emphasize letters of application, the dictionary, the library, oral and written exposition concerning industry, the newspaper and magazine, the book report, and discussion of recent labor legislation, etc.—HERBERT J. LIPSITZ in *New Jersey Educational Review*.

# QUACK DIRECTORS:

## A lunatic fringe in school dramatics

By EDWARD PALZER

**A**BYSMAL ARE THE REVELATIONS which one can glean from the perusal of a cookbook on play-directing and acting. Many are the hapless attaches, who though they understand not, nor comprehend the twists and detours contained therein, are nevertheless induced to follow them. Many too, the audiences who bow once in humble submissiveness at the box office, and again to the performance which follows. They have bowed patiently for years.

Little theater groups in the schools have been trying to "go" professional, when they might more easily and more profitably have gone educational. There is much social training and personal development through cooperative creative effort which they have somehow overlooked.

A kind of tradition lies at the bottom—a tradition which envisions the director as a mystic, an unpleasant but necessary hair-puller, who is touched by an enchanted strand, and saddled with an esoteric something deemed essential to all great play directors.



EDITOR'S NOTE: Mr. Palzer is associate editor of Platform News, a speech publication, and has had a good deal of experience in school dramatics. In this article he satirizes three types of directors whom he thinks should be abolished or reformed in the interests of better school plays and better experience for the pupil players. Countless high schools no doubt are blessed with competent and sympathetic dramatics sponsors. But professional directors are supposed to have quite a tradition of temperament and wackiness—and probably some of this seeps over into the amateur field.

As a consequence, the dramatic coach came to be looked upon as a kind of specialist, impeccable in his own right. The coach in his turn was also willing to play up to the established tradition. He assumed the role of expert, and regarded himself as one. Looking to the professional stage, he read weird stories of professional directing, of the great things which were accomplished, of the endless repetitions of certain scenes, of the prolonged and diligent searches for just the right cast. Aping various eccentricities and idiosyncrasies became for him the equivalent of great artistry. And the more limited his own experience, the more willing he became to assume the role of dictator. Somewhere down the line he had absorbed a credo of efficiency, and then proceeded to apply it to the field of school dramatics.

The quack was inevitable, and even a cursory glance convinced us that there would be more than one variety. Three types are especially engaging:

(1) *The Puppet Manipulator.* He pulls the strings while the marionettes jump and talk. Everything must be done *his* way. He is the one who decides how you are going to lift your eyebrows, who decrees how you shall be permitted to say your little bit. He reads lines from the play and expects you to copy his style. There is one way of doing it, and that is *his* way. His conception of a certain character limits the number of pupils who can measure up to the part: "Alice won't do. She must be *so* tall. Marion isn't the type. George is the only boy who could take that part."

Such a director usually sets stars in the sky. Unlike the experienced gardener who smilingly watches the fascinating growth

and creation which takes place before him, the puppet manipulator would arrest the growth, speed it up, or stop it at will. Instead of saying, "Why *this* little plant is going to be a carrot, and *that* a beet," he sulks about, hoe in hand, and whimpers, "I planted a cabbage over here, and look what I'm getting!"

Small wonder that high-school pupils often come running up and saying, "You gave me this part in the play. Well, here I am. Now what are you going to make out of me?" This conception of the director as a combination seed-planter and weed-puller is detrimental to creative achievement and growth.

The director must bear in mind that a play is never a finished product. A novel does not change after the publication date. It is placed upon the library shelf, and the reader, seating himself smugly in a comfortable chair, can pick up the novel with the assurance that it has not changed since he last read it. He can sit back and reread that novel as often as he chooses, and even though his viewpoint may have changed slightly in the meantime, he is assured that the completed art product will not change.

The playwright, on the other hand, cannot finish his play. A director, actor, stage technician, audience—all come in to add their bit. It is a creative venture with several artists taking part.

The director can set the tempo, but cannot determine the exact product. If he attempts to play the puppeteer, he impairs the role which his actor can play in that venture. In the Moscow-Art school of dramatics, the director "supplies the brain" for the actor. This may be fortunate for some actors. It may also be unfortunate for some directors, who don't possess a great accretion of brain, much less a reserve supply. In any case, the process kills creative growth.

Even though we speak of "character types", and enjoy classifying plays, the fact remains that each play is an individual product. More than that, the same play

differs from one performance to the next. With the exception of Mr. Shaw, who wants to be a little puppeteer in his own right, most playwrights leave sufficient latitude for the actor's part in the creative art product. Even Mr. Shaw cannot be present when the performance is actually in progress.

Changes will take place, and it is easier for the director to readjust himself to the unfolding of new personalities, than it is for an entire company to keep guessing where they are supposed to hop next. This brings us to another interesting specie:

(2) *The Petty Nagger*. This fellow expects everybody to jump every time he rings the bell. He has many qualities in common with the simple puppet manipulator, but his is even more a world of petty triumphs. He talks so much of the time, and expects such infinite things, that the group is in a constant state of nervous exhaustion. The cast is all worn out before the work has even begun.

Instead of being the coolest individual on the lot, the nagger is always pessimistic about the final performance. And if, by chance, you accost him on the street to inquire about the play, he solemnly wags his head and gives the impression that everything is hanging by a thin string. Like many teachers, he feels that his tenure is made more secure if he appears to be acting the part of an old war-horse, bedraggled and courageous even in the face of certain defeat.

For him, it is not so much a question of whether so-and-so can measure up to the broad outlines of the character assigned to him, but whether such a one is able to carry on at all. "They don't even know their lines yet," he chokes, "and we've only got four more days to go."

Listening to his recital of ailments puts one in the position of a physician, without, of course, the fees. The nagger pleads, cajoles, threatens his cast "to get those lines". He says that he will be out of town



on the day of the performance. He has the whole school jittery with the prospect of the coming catastrophe. He will quibble for ten minutes over the problem of where to place a chair, or in what position to hang a wall piece.

And when the fatal night finally arrives, his fondest ambition and ultimate criterion of artistry has been achieved when someone jubilantly whispers in his ear, "Just think! They didn't miss a single line."

But, with all of his expatiations and florid harangues, he at least knows what he wants, and does not suffer from the vacillating langours of our next "problem-coach".

(3) *The Changeling*. He is no less dogmatic than the puppet-manipulator, or less exasperating than the petty-nagger. His ailment is a sort of combination of the other two. Change, and willingness to change, is certainly a desirable asset in any director. We want to see the plant grow and change, but this fellow wants to direct every millimeter of the process and in addition reserve to himself the prerogative of fluttering first in this direction, and then in that. And he expects his cast to move along with him.

He fidgets around with the stage properties. His selection of the cast is usually the result of exhaustive, last-minute compromise. His assumption of regimental power would not be so unpopular if only we knew where we were going. At least we have to give the puppet-manipulator some small ounce of credit for that. However, the individuality of the actor is emasculated in either case. The changeling not only pulls

out the carrot after it has been planted, but pushes in an onion, and follows with every known specimen of the vegetable kingdom.

These types raise an interesting question: Just how much of acting can be taught? A technician may have little feeling for artistic production, yet he may be very well instructed. A poetic dreamer may have all the necessary inspiration, but fail to translate his concepts into tangible results. He might improve if he mastered the tools of production. A certain mechanical efficiency is possible through the mastery of a certain technique. Yet the art itself cannot be taught.

Since the job of the director, in the final analysis, is to recreate the story in terms of immediate visual action, he must be at once a creative artist, a technician, and administrator, teacher, and experimenter. Furthermore, he must possess special personal qualities of patience, tolerance, optimism, and pliability.

In his role as a pleasant stimulator of creative effort, the director may hold forth the dream, but does not ultimately decide each step whereby the individual actor must achieve it. The actor, on his part, tries to capture and stimulate the attention of the playgoer. The director, in turn, applies the same principle to the actor.

In the ultimate analysis, then, the worth of the director depends upon his ability to stimulate, suggest, and encourage in the light of his own broad and variegated experiences, and without the aid of cook-books or recipes.



### *The Best He Could*

I had a "falling out" with the marking system about twelve years ago. I was teaching the first grade. There was a seven-year-old boy with an I. Q. of 80. He sold peanuts on the street corners in the afternoon. He lugged his primer back and forth to school. On his way to school, he would sit down on the curb and ask the passerby words he didn't know. (I learned all this later on.) When report

time came, and how we all dread that time, I thought I had to mark him U (unsatisfactory) because he did not come up to the requirements prescribed. He stayed after school and with his big eyes boring into mine, asked, "How come I got U when I done the best I could?"—Mrs. ANNIE S. JOHNSON, as reported in the *Georgia Education Journal*.

# What Pupils Think About Their FUTURE LIFE WORK

By JOSEPH R. KLEIN and M. U. WEIGHTMAN

MUCH HAS BEEN SAID and written about high-school pupils and their choice of occupations—but what do the pupils themselves think about their future “life work”?

How many of them have definitely selected their future occupations? Who influenced these pupils in their choices? When did they make their selection? The answers to these and many similar questions must be available to the teacher of occupational information if he is to do his work effectively.

Recently a vocational questionnaire was given to approximately 1500 pupils in the tenth, eleventh, and twelfth grades of the San Bernardino High School. Every effort was made in constructing the form to encourage free expression on the part of the pupils. The questions were phrased, in as far as possible, so that clear-cut answers could be given. The pupils were not asked to sign their names to the questionnaire for it was felt that this anonymity would aid in securing a more accurate response. The answers form an interesting fund of infor-

mation which should be considered as more suggestive than conclusive.

Have high-school pupils made a definite choice of occupation? About 38% are definite in their choice; 51% more have several occupations in mind; while 11% have no idea what occupation they will enter. The pupils appear to become more positive in their choice as they progress from the sophomore to the junior year, but lose that confidence when they become seniors.

If the same information is divided upon the basis of sex a somewhat different picture is obtained. Boys have the greater confidence in the tenth grade, but steadily lose it as they approach graduation. Girls on the other hand enter high school with less surety in their vocational choice; reach their peak in the eleventh grade; and gradually lose some of this gain towards the time of graduation.

Who exerts the greatest influence upon the pupil in his choice of a career? In the eyes of the pupil the parents are by far the most important influence. Friends and teachers rank second and third respectively. Work experience, books, brothers and sisters are also mentioned, but play a minor role.

How long ago did the pupil decide upon his occupation? About one-half of the pupils in each grade indicated they had made their vocational choice from one to three years ago. Another fourth of each group gave more than three years ago as the time of choice. If these answers can be relied upon there is no specific grade in the high school where the majority select their occupation.

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EDITOR'S NOTE: *The authors wanted to learn something about the status of vocational choices among their pupils, and of the background for their preferences. This article reports on what was learned in the study of some 1,500 pupils of the San Bernardino, Calif., High School. Mr. Klein is head of the school's orientation department, and Mr. Weightman is a member of the counseling staff. Readers might obtain a copy of the mimeographed questionnaire used, by writing to Mr. Klein.*

It is more than likely true that pupils are not sure when they do make their choice. The selection of an occupation is in all likelihood a gradual acceptance rather than a "do" or "don't" affair. The majority of the pupils may have selected the longer periods of time feeling that time lends an air of permanence or respectability to the choice.

What occupations do high school pupils expect to enter? Emphasis was placed upon the word "expect" in order to have the students deal in "realities" rather than in "wishful thinking". An opportunity for "wishful thinking" was provided in the last question in the questionnaire.

As in many similar studies, a far higher per cent of pupils appear to be planning for the professions and clerical occupations than can be absorbed in these fields. In like manner the fields of agriculture and manufacturing fall far short of their quota of interested young people. Local occupational opportunities do, of course, tend to cause both parents and children to ignore certain fields of employment.

An attempt was made to segregate those who might be interested in an occupation because of present work conditions and the attention that has been focused upon certain vocations. Public service of a military nature shows the largest gain in this respect, although the proximity of the aircraft industry to San Bernardino clearly shows its influence.

Are pupils interested in the same occupations as their parents and brothers or sisters? Girls are more interested in the occupations of their mothers than are the

boys in the occupations of the fathers. The relationship, however, was so slight as to be of little value. While a pupil might select the occupational division of the parent, the actual jobs were often very different.

It was found that the brothers apparently have little effect upon the boys in their choice of occupations. This fact appears to be equally true in the case of the sisters of the girls studied.

In preparing the vocational questionnaire care was taken to keep all of the questions as "practical" as possible—that is, all except the last one. This read, "If you were given your choice of all the careers you have ever heard of what would you choose to be?"

When pupils are given an opportunity "wishfully" to select their occupation, does their choice appear to be widely separated from their more serious selection mentioned earlier? Sixty-five per cent of the pupils selected the occupation they had mentioned earlier in the questionnaire, while thirty-five per cent chose a different one. When the "wishful" occupations chosen were different from the earlier choices they were not, in most cases, either unreasonable or fantastic. In fact, in some instances the pupils will undoubtedly find it possible to enter their ideal careers.

It would seem that the majority of these young people have a normal, healthy outlook toward their vocational future. But any "facts" gained from a study of this type are based upon the expressed, "spur-of-the-moment" opinions of the pupils involved, and not upon their carefully deliberated judgments or objective evidence.



### *Lost & Found*

Here is only one detailed example of the insidious habits we have allowed to develop in our students: Look at the Lost and Found Department for a moment. Books, pencils, fountain pens, three pairs of glasses, a wrist watch, overcoats, mittens,

galoshes, and umbrellas—all unclaimed by students who have almost no idea of the value of these articles. They find it easier to buy a new fountain pen than to look up the old one.—NANCY LARRICK in *Virginia Journal of Education*.

# New Speech Program *of the* Border Cities League

*By the*  
LEAGUE SPEECH TEACHERS

THE BORDER CITIES LEAGUE has been experimenting for the past two years in the field of interscholastic speech activities. The aim of this experimentation has been to enlarge the scope and improve the quality of the forensic program.

The first step was to adopt a new plan of debating. This plan has three participating schools, each of which furnishes two speakers—one affirmative and one negative—for each debate. These teams, made up of three pupils from three different schools, meet for one hour before each debate. A visiting coach acts as chairman of the meeting.

This teacher-chairman asks each debater to present his version of the question, and he expects the pupils to do their own thinking and planning of the case they are going to present. The coach of the entertaining school gives the decision and a five-minute critical analysis of the debate. Since each school has representatives on both sides of

the question, one of its speakers is always on the winning team and the other on the losing one. Three pupil judges, one from each participating school, vote on the speaker who each believes has done the best debating.

Such a form of debating requires a better prepared and more skillful debater than the traditional system. Some schools, especially those most successful in winning championships under the competitive system, claim they have found it difficult to maintain school interest under the present form of debating. With the competitive angle removed, we have found the pupil's urge to do his best is lacking. Hence the important problem of training pupils is as yet not completely solved.

There have been many good results: (1) traditional rivals have become cooperative workers in a common enterprise, (2) arguments over decisions, nervous tension, overcoaching, bombast, canned speeches and trick cases have been eliminated, (3) it has been possible, since we are not working toward a championship, to use two debate topics instead of one, (4) twice during the season an Oregon-style debate was presented, and proved extremely popular with audience and speakers, (5) one of the best results of this new program has been the regular, all-day semester meetings of the speech teachers. They meet in a spirit of helpfulness and enthusiasm to exchange ideas on how to achieve better results.

One of the outcomes of the all-day meeting of the speech coaches is a second-semester speech program to take the place of declamation and oratorical contests. This

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EDITOR'S NOTE: *The five high schools in the Border Cities League have abandoned formal debates in which the speakers of one school are pitted in a contest with those of another. For two years the League has been experimenting with new types of speech activities more in keeping with modern educational theory. The results are reported in this article. The five Michigan high schools in the League are those of Fordson, Grosse Pointe, Mt. Clemens, Monroe, Royal Oak, and Wyandotte. Mr. McFarlane, who submitted the article, is principal of Mt. Clemens High School and secretary of the League.*



program consists of open-forum meetings, symposiums, and panel discussions. Each school, again, provides two participants, and the host-school furnishes a chairman for the program.

Five subjects were chosen for the spring-semester program: Boy and Girl Relations, School Problems, Family Relationships, Vocational Problems, and National Economic and Political Problems. After formal speeches or round-table discussion by the participants of the three schools, the audi-

ence is given a chance to ask questions and to promote discussions. Some audiences have been so enthusiastic that they have remained overtime.

We have had unusual success with the spring program. Some of the schools have extended the activity to include programs at service clubs, child-study clubs, school assemblies, churches, and radio stations.

The teachers and administrative officials are convinced that the program has been successful.



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## FINDINGS

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**TEXTBOOKS:** About 11% of the Illinois school districts provide free textbooks for pupils, according to a survey of the Illinois Education Association, covering districts having a city of 1,500 or more. The textbook rental plan is used in 44% of the districts, while in 37%, parents must buy the books. In the remaining 8% "varied plans" are used—mainly some approximation of rental.

**WAR ATTITUDE:** Seniors in different high schools seemed on Nov. 3 to 10, 1941 to differ noticeably in their thinking about what the war meant to themselves, reports Lee J. Cronbach in *School and Society*. Social-studies teachers in 1 California and 3 Washington high schools asked 233 boys and 265 girls to write answers to the question: "If the U. S. enters the war, how will your life be affected, both during the war and permanently?" A sizeable proportion anticipated effects which are highly unlikely, and only a small per cent were aware of some almost certain effects of the war. In one school, nearly half of the pupils believe that "We might lose the war". In other schools only

about 10% even considered the possibility of U. S. defeat. Only some 20% of all boys and girls foresaw an increase in the "price of necessities, or all prices". One-third of the boys expected to see armed service, and 2% expected to be killed in service. Less than 3% of the boys anticipated death for friends and relatives (but 6 times as many girls did); less than 2% of boys thought "we may be bombed" (3 times as many girls thought so); and while less than 1% of boys thought "the country might be invaded", 6 times as many girls expected this. The author recommends a similar study of pupil attitudes toward the war in each school, so that fears may be dealt with on a basis of reality, and pupils may be given better preparation for the probable effects of the war.

**FITNESS:** Of the first 2,000,000 men examined for service in the armed forces of the U. S., 50% were rejected as unfit. And it was necessary to devote the first 16 weeks of training of the 50% accepted for service to getting them in physical condition before technical training could begin, reports Hiram A. Jones in *Journal of Health and Physical Education*. One of the reasons for this might be referred back to the fact that many schools allow only 1 or 2 short periods a week for physical education, and haven't organized that meager time properly. The immediate objective of a 10-point plan of the Physical Fitness Program through Schools and Colleges is "to make people fit to fight and serve on all fronts". One of the 10 points calls for a physical-education program for all pupils every day, "using activities that are educationally sound as well as developmentally desirable, progressively graded, and adapted to meet individual and group needs."



**EDITOR'S NOTE:** Good, bad indifferent, or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study. Readers granting such limitations may find these flashes in the pan interesting, provocative—sometimes amusing.

# PUPILS' TEETH:

## A High-School Responsibility

By

ELLEN BOOTHROYD BROGUE

**D**URING THE YEARS of my experience as a public-school teacher, it was felt that the instruction given in oral hygiene and dental care in the classroom, coupled with the periodic examinations by the school dentist, were entirely adequate in discharging the obligation of the school to youth in the matter of the care and preservation of the teeth.

In fact, most teachers and school administrators still seem to be quite complacent in the belief that the school is discharging this obligation in a rather magnificent manner. They regard this responsibility as one that after all rests more heavily upon the parents than upon the school, especially when the boys and girls have attained high-school age. We have been confident in the assurance that in the elementary grades the importance of caring for the teeth in such a way as to preserve them throughout life has been properly stressed, the necessary instruction given, and the means provided for examination and treatment of the teeth of indigent children. Too many school people think that no further attention, other than the casual discussions in the hygiene and health courses provided by the physical-education department, need be given to the matter in high school.



**EDITOR'S NOTE:** *School people who have read the newspaper reports on the extent of bad dental conditions among young men examined in the draft will realize that Mrs. Brogue in this article is attacking a problem of importance. The author is a former teacher, and she served for some years on the staff of the National Association of Secondary School Principals.*

But it is disturbing to learn how large a number of high-school boys and girls are driven by the pain of toothache to have their teeth extracted before high-school days are over. My recent opportunity for observation was at the offices of a group of dentists so located that they drew their youthful patients from three large Chicago high schools. The second molars of many of these patients who daily visit the dental offices mentioned were erupted after entry into high school. Had inspection disclosed the presence of a cavity in its earlier stages, in nearly every instance the tooth could have been saved.

Some of these high-school boys and girls, particularly the boys, were obliged to lose not one but several teeth when pain finally drove them to the dentist's office. These young people are the innocent victims of neglect—a neglect for which the secondary school is responsible.

Perhaps administrators feel that the responsibility rests solely upon the parents; but ignorance and financial incompetence of parents are too general for this important obligation to be borne entirely by the home. Money is expended lavishly by the board of education for far less consequential matters than is this which affects the future well-being of a high percentage of secondary-school pupils.

The dental care given the child in the earlier years of school life does not safeguard the permanent teeth. Practically all the attention given to school children is in the care of the deciduous teeth, which are important chiefly in their relation to and as predecessors of the permanent teeth. The teeth which are intended to serve through-

out life are given but scant attention by the school authorities.

To be sure, in many communities a school dentist is paid from public funds to render service to pupils, high-school as well as elementary, for a nominal fee if recommended for such service by the school nurse.

Even though the dentist is a good one and even though he gives conscientious, impartial service, the arrangement still is unsatisfactory. Children are sensitive creatures, and no matter what is the reason for the parents' financial deficiency, they will suffer the agony of toothache before they can be induced to visit the school nurse and secure a recommendation to go to the school dentist. By the time a tooth reaches the aching stage, it may be too late to save it. To be efficient, dental care should include inspection so frequent that the cavity is detected shortly after it starts, and this inspection should be maintained as long as the child is in the public schools.

In order to make sure that pupils avail themselves of the opportunities offered, inspection and the necessary treatment should be compulsory for all pupils, rich and poor alike. For this purpose a corps of competent dentists should be employed—not the town failure whose lack of ability has prevented him from securing a practice in the regular way—and the service should be free to all. If the parents of a pupil prefer that treatment for which they are able and willing to pay be given by another dentist than one of those employed by the school, this should be permitted, provided that the pupil is able to produce a signed statement from his dentist indicating that the work specified has been done.

No pupil, from kindergarten through high school, should be made to feel that he is receiving charity. Most children have a well-developed sense of pride by the time they enter school, and by the time they reach high school this pride has increased to such a degree that every precaution should be taken not to wound it. It is a serious

matter for the public schools to subject the pupils to discrimination based on the financial status of the parents.

Of course, orthodontia cases (irregular teeth) would not be included in the category of services required of the school dentist. However, the attention of the parents should be called to the need of such treatment, and information should be given concerning when, where, and how corrective measures may be obtained.

For instance, in Chicago, it is possible to secure orthodontic treatment at the dental clinics of several universities for a fraction of the price asked by dentists in private practice. This service is often given free of charge to indigent patients by the clinic of the state university dental college. The orthodontic department of this clinic is composed entirely of graduate dentists, and the work done is the best that can be obtained anywhere. Information of this nature conforming with local circumstances should be freely and fully given by the examining school dentist.

But, it may be asked, would not such a procedure be very expensive? Most assuredly it is expensive. Most really worth-while projects are. Some of the money now being expended in a most undemocratic fashion for the benefit of a few pupils, or for the purpose of bringing renown to the school, could well be diverted to this more worthy cause. When one considers how the health of a child may be affected by his inability to properly masticate his starchy food, this item alone should give the authorities pause for consideration.

There is also the matter of personal appearance. In the opinion of the adolescent this occupies first rank, and it is a major tragedy if anything happens to impair his good looks. Missing teeth, even when far back in the mouth, mar the appearance, not because the vacancies are noticeable but because the symmetry of contour is often lost. The cheeks may be sunken if two or more adjacent teeth are lost, or the mouth



may become one-sided or twisted if several teeth have been extracted from one side.

It is not my purpose to decry the prevailing custom of giving attention to the teeth of the child entering upon his school career, but to stress the fact that it is more important to care for the teeth of secondary-school pupils. Nearly always it is in high school that cavities appear in the permanent teeth, and it is in high school that these teeth may be saved. High-school pupils are still charges of the public-school system and as such their welfare should be given every consideration.

If the school administrators, the board of education, and the teaching force become sufficiently informed concerning the need for efficient, comprehensive dental service in the secondary schools, they will find the means of providing the funds for it.

Not only do children from the poorer homes neglect their teeth, but often those from well-to-do homes wait to visit the dentist until it is too late to save the teeth. When children reach high-school age, parents are not likely to inspect their mouths as they did when the children were small. The boys and girls themselves are too occupied with their school and social activities to give thought to the condition of their teeth. So it happens more frequently than is generally known that high-school boys and girls from rich homes fail to visit the dentist periodically, and as a result teeth are sacrificed which might have been filled and saved if the mouth had been inspected a few months earlier.

In dental offices in the center of a district occupied by fairly prosperous Negro families, I found that the condition of the teeth of high-school boys and girls was nothing short of deplorable. I shudder to think what I should have found had I

visited offices on South State Street in the heart of the poorer Negro district. Undoubtedly the same physical conditions which make the Negro race more susceptible to rickets than the white race also affects the development of sound teeth. But something should be done to counteract this tendency, and the secondary school should not attempt to shirk its share of responsibility.

In many rural districts and in the elementary schools of small villages and towns a valiant service is being rendered by the county board of health, the PTA, the 4H Club, or other organizations. While toothbrush drills would be decidedly out of place in high school, it might be a good idea to continue the practice followed in many of these smaller communities of presenting each pupil with a good toothbrush and a tube of tooth paste at each registration in high school.

The adolescent period is no time to relax the vigilance maintained throughout the earlier years of school life, but it should be carried on more adroitly and in a manner suited to the age of the pupils. Surely the boys and girls of the large high schools are entitled to the same attention to their dental needs as that given in the smaller schools, and by rights they are entitled not only to a continuance of the care given in the elementary grades but to additional service.

The board of education should accept the cooperation of any philanthropic or civic organizations interested in providing dental care for pupils in secondary schools, but it should not depend upon these organizations to go the full length in supplying the needed service. The responsibility rests upon the secondary school to awaken the public to a sense of civic duty in safeguarding the teeth of pupils during the critical high school years.



Don't forget to report your school's out-of-the-ordinary wartime plans, methods, and ideas, to THE CLEARING HOUSE. See the announcement on page 479.



# Mt. Holly High Tries and Likes CHORAL SPEAKING

By  
ALBERT R. BRINKMAN

"I pledge allegiance to the Flag of the United States and to the Republic for which it stands, one Nation, indivisible, with Liberty, and Justice for all."

THESE WORDS are repeated by millions of school children throughout our lands approximately two hundred times a year. The Lord's Prayer shares an equally high number of en masse recitations by our school population. The latter has certain variations in its delivery, according to the religious precepts of the individual school or community. This of course conforms with the rightful purpose of oral interpretation of literature. Consider thousands of churchgoers each week participating in various kinds of responsive readings, many with their prescribed antiphonal variations and presentations, as another vast area in which we find simultaneous recitations of spiritual literature.

Within the past few years considerable interest in choral speaking has been shown by various groups. Needless to say, it is not new. This type of artistic expression has had a thriving history from the distant days of the dynamic drama of the Greeks, with their

antiphonal and antisphropic interpretations of the dramatic action.

The Psalms are replete with examples for choral speaking. Many of the old poems and ditties bandied about by wandering French troubadours and other rambling Teutonic verse-makers provide a quantity of material for choric groups. The numerous sea chanteys, those of merrie England and those of early American shipping days still extant, are lineal descendants of early Greek group recitations. Some of the older negro spirituals, although now put to music, supposedly began as group incantations against oppressions of the white man, and may be considered as a native development of the art.

Recently an assembly program in our high school was devoted to the efforts of the choral speaking group. Since this type of program was entirely new to the school, it was necessary to interest a group in it. A number of the English classes were visited for a class period. The general idea of the type of program to be given was presented. Then the entire class had the experience of participating in group recitation of material previously selected in their own literature books. A first rehearsal date was set and those interested were asked to sign up to come.

The plan resulted in about twenty people showing up for first rehearsal. After the process of rehearsals and eliminations a group of fifteen remained. This is an adequate number with which to work. A group of ten to 25 is usually suggested as the most successful size. The larger group tends to become unwieldy, while the smaller group reveals voice individualities, which is to be avoided.

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EDITOR'S NOTE: *Choral speaking might well take on a new impetus, in the present upsurge of patriotic programs. "This article," writes the author, "is based upon my experiences with our choral speaking group. I have tried to give a full account of the actual organization of such work, with running comments included for those who wish to attempt the same thing."* Mr. Brinkman teaches in the Mt. Holly, N.J., High School.

During the two weeks of rehearsing and preparing for the program several developments were seen.

Naturally, a wider appreciation for poetry was developed by the concentrated efforts of the group to translate the poet's purpose and to give eventually a simultaneous, interpretive reading. This ultimate purpose—to have the audience share in the plural presentation of the poet's theme—was adequately achieved. The group received, too, a little wider experience with poetic expression.

The underlying purpose of improving speech was always kept before the group. There was constant emphasis, for individual pupils, upon breath control, enunciation, phrasing, and development of a clear, pleasant tone, and others in the group profited by the instruction given those needing assistance. As a result of insistence on constant, vigorous articulation, considerable individual progress was noted. Its effect was often reflected when members of the choir group, now speech conscious, would demand correct enunciation of a word from their friends and teachers. At the time the program was given, the audience received the favorable impression of words presented in an easy, flowing clarity of expression, rather than in an inarticulate, choppy manner.

The essential development of an *esprit de corps* was readily achieved. The group learned to speak together with real precision because they realized the effects of prompt beginnings and constant careful enunciation of all selections. They learned to rely on one person in their group for the signal to begin each number. This person was instructed to clear his throat lightly. The group listened for the sign, counted to three silently, and then began a number. This worked satisfactorily.

Had several people been asked to give a solo recitation with no supporting group, the response would have been limited. However, being surrounded by fellow-performers, certain members broke through

their usual crust of shyness and undertook individual pieces with success.

Choral speaking need not be confined to assembly programs. It can be utilized as an effective technique in English classes, from the elementary grades on through the college level. Although some consider choral speaking largely as adult expression, people of all ages can enjoy and appreciate it. Usually the class size is satisfactory to undertake this method of presenting literature.

Neither a planned program nor a regular class meeting need be confined to verse-speaking selections. Prose pieces can be selected which will yield beneficial results to any group or audience. Often an oral presentation of prose literature will be a great aid in the interpretation of the written word.

The three benefits the group preparing the program received could be developed in a classroom as well. In the latter atmosphere an even deeper intellectual expansion would probably emerge, and their imaginative horizons would be broadened and deepened in some small degree at any rate. A group rehearsing a program, as well as the audience listening to the presentation, would find its interpretive powers expanded to some extent.

In choosing a group to present a program, the best technique is to select two groups of equal number—one with light voices and the other with dark voices. The older the group the darker, or heavier, an average group of voices becomes. Sometimes this tends to limit the selection possibilities of the group. A younger group of people are usually quite well mixed and offer a wider range. Since the activity programs of most schools are crowded, it becomes necessary to take whatever group you can get and work as best you can with them.

As an inducement to getting a large enough group, the announcement that memorization is not required will help. The selections may be mimeographed or dittoed and then collected in a folder or notebook.

Some uniformity in this matter is effective. The group must be taught to hold their material so that their faces are not shaded from the footlights.

Some groups dress their verse choirs in gowns or robes. This lends similarity, but for a school audience they present too much of a reserved, academic look. Choosing some uniform style of dress for the girls but allowing them to have the color they desire presents a more natural picture. The boys, of course, should wear white shirts. Costumes are expensive and difficult to manage, and they usually detract from rather than add to the interpretation of the piece.

Certain specialists deplore the use of lighting for added effect in the presentation of a piece. They feel that the verse, if carefully chosen, has sufficient mood in itself, and should not need the assistance of lights for interpretation. Often, however, the lyrics chosen are somewhat abstract or subtle for a young audience. Carefully controlled lighting effects will develop an atmosphere which adds to the presentation of the piece.

Although pantomime or rhythmic gesture was not used in our program, there are some possibilities in using these means for effect. Their use would necessitate complete memorization, so that the hands could be free from holding the folio of selections. We did split our group in two and had them face each other while giving their medley of "Three Blind Mice" and "Row, Row Your Boat".

Choric speech implies plural recitation of literature without the aid of music. We did not use a musical accompaniment, but we did chant the refrain to one selection. The use of a single musical instrument or of sound effects may be used, but they must be kept at a minimum lest they detract from the recitation itself.

It is also possible to have an antiphonal choir in the balcony or somewhere in the audience for added effect. Some leaders attempt harmonization of voices, but this is

difficult. These types of dramatics are considered outrageous by those who wish to keep this means of expression pure and unadulterated.

However, it appears necessary to employ various tricks in presentation to heighten the dramatic intensity of the program, when you consider the average audience. Their expectancy for dramatic impression is fulfilled constantly by the everyday means of entertainment in the radio and in the movies. You must compete with these media of entertainment if your offering is to be considered successful. Compromising an intellectual means of expression with the worldly techniques of amusement may not satisfy the artist, but necessity for doing so must be acknowledged.

The problem of selecting numbers for a program raises many questions. An attempt should be made to balance the heavier pieces with lighter selections. For example, "Casey at the Bat" was placed between Kipling's "If" and Robinson's "Richard Cory". Variations break the tendency to monotony. Within the selections themselves were solo parts, group parts, and unison refrains. "If" was presented in this manner, as was Lindsay's "Sante Fe Trail". Numbers should be selected with some consideration of deviation possibilities.

Our program was presented somewhat like a concert. After a group of three or four selections there was an interlude and a pupil spoke on good speech. A recording of a pupil's voice before and after individual instruction, on a popular piece such as Lincoln's "Gettysburg Address", was played, and the entire audience participated in the flag salute during another intermission.

It will be necessary for the leader to choose the first program selections. As the group becomes familiar with the technique they should be permitted to select and try numbers of their own choice. Giving them an opportunity to suggest variations in a number adds to their personal interest in the production. A little lesson in choice and



selection can be given indirectly when they do these things.

Having members stand away from the group to listen as it rehearses helps them to discover rough spots and aids them in using the experience to improve their voices.

If the school had a modern dance group, it would be interesting to coordinate a choral speech selection with a dance num-

ber. This would be carrying out the art to a high degree of intellectuality as well as fulfilling the original method of choral speaking.

It is apparent that choral speaking has many possibilities for an interesting and worthwhile assembly program. Because of its dramatic possibilities this technique may also be used in classroom or club programs.



## Vocational Materials in Wartime Science

Science teachers can assist our country by integrating the war effort with regular science teaching, states Virginia W. Fisher in *West Virginia School Journal*.

Pupils can be trained in science classes for wartime activity as well as for citizenship in a democracy by developing the following aims in our science teaching: (1) conservation of human and natural resources; (2) elevation of the health standards of the nation; (3) education of youth to think in terms of the utilization of the materials of his environment to the best advantage; (4) development of economic, social, and political security through the scientific method of thinking in terms of a new social order.

In our program we must include vocational guidance as never before, for there is plenty of scientific work to be done in the war effort. Where in the past certain fields of science have been overcrowded, we can truthfully tell youth today to prepare in any scientific field—for they are needed and needed quickly. Following are a few of the author's suggestions on vocational-interest activities and class work, by subjects:

**General Science:** Model airplane work; conservation; health; first aid; reading of meteorological instruments, as weather phenomena are vital in air maneuver.

**Biology:** Continue conservation and health instruction; nutrition, wartime community gardens, school lunches, food-production research; improvement of blood conditions, and facts about blood donation; projects in raising carrier pigeons and dogs, needed in war.

**Chemistry:** This field is so closely identified with war production that any subject matter taught by a chemistry teacher can be applied to the victory drive: (And wartime chemical industries can be studied with an aim toward peacetime activity.) Trips to metal-industry plants; alloys; welding proc-

esses; collection of metal scrap; explosives and poisonous gases; health and the improvement of food and food production; synthetic and substitute products; danger and nature of fire, and fire fighting.

**Physics:** Laws and principles of nature upon which machine tools work; studying and repairing parts of automobiles, airplanes, Diesel engines, and ships, and their operation; model building; light and color as factors in air raids at night; transformation of energy into production power.

Science teachers must adapt their curriculum material to meet the needs of the victory program.

## School Serves Community's Wartime Projects

Wartime projects of Raymond, Wash., High School, which is right in the thick of the work, as reported in a letter to us from Forrest E. Beck, superintendent, are, in part:

Manual-training classes are making stretchers and splints for Medical Aid Units.

Band and Glee Clubs furnish music for all community rallies and general meetings.

Art classes are making posters for such community drives as stamp and bond sales, Civilian Defense Fund Chest, etc.

Every teacher in the school system is enrolled in some phase of the Civilian Defense Organization—most of them in airplane spotter posts, control center, or Medical Aid.

The high school's Boy Scout group delivers all hand bills and announcements concerning Civilian Defense.

All sewing classes have been devoted to sewing, knitting, and making clothes for the Red Cross.

Senior girls and boys are enrolled in Civilian Defense and First Aid classes.



# SCHOOL NEWS DIGEST

Edited by THE STAFF

**ERROR:** With all the uncertainties in this world, it always reassured us to realize that we knew just where we stood in reference to the sun. The textbooks gave our distance in miles: the earth was 92,850,000 miles from the sun, and the margin of possible error was 50,000 miles. Now we must tell our pupils that this measurement was off 145,000 miles, and that the new distance is 93,005,000 miles, with a 10,000 mile possible error. Scientists in 13 nations worked for 10 years on the new calculation, announces Astronomer Royal Jones of England. We are skeptical about that 10,000 mile possible error. And the next time the experts tell us that some stronghold is impregnable, or that the enemy air power is flimsy, we're going to go out and buy another war bond, just in case.

**NEUROTIC:** In peace time, about 5% of children have behavior disorders, neuroses, or psychoses—and in war time this may be increased to 10 or 15%, states *New York Teacher News*. At present there is only 1 psychiatrist to every 100,000 school children in New York City, of whom 5,000 need care. It takes, says the *News*, 1 psychiatrist, 1 psychologist, and 3 social workers to handle 300 children a year. A bill introduced in the New York Assembly calls for 1 child guidance unit for every 20,000 children, of whom 1,000 are said to need attention.

**"DEAR SIR":** During 1941 the U. S. Office of Education answered half a million letter requests for information and service, according to its report for the year. Other interesting items in this report of the year's accomplishments:

CCC education classes taught 11,000 illiterate enrollees how to read and write.

Enrolments in all vocational schools and classes totaled 2,290,000.

Membership in the Future Farmers of America passed the 237,000 mark. And 500 additional departments of vocational agriculture were organized, largely in high schools.

**WEEK:** Boys and Girls Week will be observed from April 25 to May 2. Free program materials may be obtained by writing to National Boys and Girls Week Committee, 35 East Wacker Drive, Chicago, Ill.

**PRIORITIES:** The War Priorities Board has established a Schools Section in its Division of Purchases. When schools cannot obtain certain

equipment or materials vital to their work, particularly metals and metal products, they may apply to the Schools Section for priority help.

**ROCKFORD:** In January we reported the closing down of the Rockford, Ill., public schools (13,000 pupils) for two months because voters wouldn't agree to a tax rate that would provide sufficient school funds. The Rockford schools are running again. Voters at a recent referendum allowed a necessary increase in tax rates—over the dead bodies of about one-third their number, who were against the levy no matter what happened to their schools.

**CHILDBIRTH:** Four months is the minimum period that a woman teacher must be absent from work prior to childbirth and seven weeks the minimum absence afterward, according to a resolution adopted by the State Board of Education of West Virginia.

**SPORTS:** The sports program must go on in and out of the schools, announces the Office of Civilian Defense. England's curtailment of sports activity when it entered the war was later found to have been a mistake, as civilian morale suffered. So schools needn't worry about replacement of athletic equipment, as it is intended that the manufacturers will get the necessary priorities.

**BACK PAY:** Woburn, Mass., has been ordered by Middlesex Superior Court to pay its teachers about a quarter of a million dollars which was withheld from their salaries in 1938 to 1941. The city hadn't appropriated enough money to pay full salaries in those years—and afterward felt that the teachers should just forget the whole matter and not embarrass the city by talk about broken contracts. With the teachers victorious in all rounds so far, the city has appealed the case to the State Supreme Court.

**CANNED BROADCASTS:** For schools that cannot utilize important network broadcasts made during school hours, NBC has established an educational recording service. Catalogs of transcriptions and full details may be obtained from Director of Educational Recordings, National Broadcasting Co., New York City.

(Continued on page 512)

## SCHOOL LAW REVIEW

# Be an Old Maid, or Thumbs Down

By DANIEL R. HODGDON

IN A CERTIORARI PROCEEDING a fair young marriageable lady school teacher in New Jersey attempted to compel the board of education to reinstate her as a teacher on tenure after she had resigned. The board had previously adopted a resolution opposing the placing of married female teachers under tenure of office, and had announced a policy of no contracts to any married female teacher who had served the three years probationary period, except those already protected by tenure. Men as usual were exempt from this rule. It's the fair sex that must suffer.

The principal told the teacher he could not recommend her at the close of the probationary period for reemployment, but in a spirit of "helpfulness" suggested she resign before the expiration of her current annual contract. Upon this advice the teacher acted, but she returned and completed her work of the year without pay.

At the time the board accepted her resignation, it also authorized her reemployment for the fourth year, and continued to reemploy her until she had completed five years of service. Certainly it seems evident that the board accepted the resignation and reemployed the teacher for no other purpose than to evade or circumvent the tenure law, said the court of California when this same thing was attempted on a lady in that sunkist land. The principal in this case even suggested the means of evasion of the law and participated in it by recommending the reemployment of the teacher.

The reemployment of the teacher should in itself be evidence *ipso facto* of evasion. But the New Jersey court does not consider the law-evasion aspect nor was it argued by the attorney for the teacher.

See 11 A (2d) 414, 124 N.J.L. 231 for the facts in this case, and for the lower court opinion which was outlawed by the higher court. The court found that the teacher had resigned voluntarily and that the resignation was not induced by the local board or by coercion of the supervisory principal, who did not represent the local board. New Jersey apparently does not follow the weight of opinion that an act done to evade or circumvent a law is illegal and void. The resignations accepted and the reemployment were definite acts to evade the tenure statute and circumvent the right of the

teacher to obtain tenure. (See "The resignation of a teacher to evade the tenure law is ineffectual," The Fourth Yearbook of School Law, page 24.)

It is the right of either the teacher or the board to terminate his employment, but an immediate reemployment after his services have been terminated can hardly be classed by the weight of authority as a termination, except as a subterfuge to avoid the statute. (See Case of Ahrensfield v. State Board, which follows.)

### Double-Standard Rule

It was argued in the preceding case that the action constituted disregard of section 1 of the 14th Amendment of the Federal Constitution, paragraphs 1 and 2 of Article I, and also of the New Jersey State Constitution, paragraph 11 of section VII, Article IV. The court, however, said that if it be granted *arguendo* (as a matter of argument not directly bearing on the case at bar) that the local board proceeded under a resolution or like action excluding married female teachers from permanent service, it might be that such a fixed policy to exclude married women is not for general good and welfare. And if it wasn't it would be a violation of the constitutional limitations.

The court wouldn't be led into such an argument with the lady teachers of New Jersey, because that issue couldn't be raised in this case. No one wants to say that it is not for the general good for married women to teach. The teacher in this case was nevertheless not entitled to reemployment, even if it was good for a state to have married women teachers. The court seems to think the rule smelt badly, for it said, "the rule of the board tainted with illegality would be reviewable on certiorari."

Because the teacher was employed longer than the prescribed probationary period (three academic years), such service cannot be deemed the equivalent of the statutory *sine qua non* (That without which the thing cannot be; an indispensable requisite or condition), which means it made no difference that she had been employed long enough to have tenure. She resigned and that was her "finish."

New Jersey has recently adopted a statute whereby a teacher obtains tenure if he serves three years in any four academic years.

*Ahrensfield v. State Board of Education et al.*  
(Court of Errors and Appeals) 126 N. J. L. 543,  
19 A 656. April 25, 1941.)

### Don't Give Away Your Salary

Teachers can't give away their salaries. It isn't legal. Waive it and back it comes with a Federal Tax man after some of it too.

Boards of education may not evade state statutes, says New Jersey. Teachers on tenure do not lose their right to increments by accepting or refusing to accept reductions in salary.

A board of education in New Jersey reduced the salary of teachers on tenure, and the reduction was held to be illegal. In a subsequent year, 1938-39, the same board proposed to restore to the teachers 10 per cent of their illegally reduced salaries and the increments required by law, provided the teachers waived all rights to any further back salaries to which they were entitled. Many teachers were generous with the municipality where they lived and made such an agreement. A few teachers refused.

The court held that the refusal of the teachers to waive their salaries was notice to the board of their protest against the proposed action. "In the instant case," said the court, "the attempt was to coerce those who had devoted years to the city school system in order to save money." The acceptance of less salary than that fixed by law under the circumstances does not create a waiver, estoppel, or an accord and *sates factem*.

*It should be noted here that any form of threat which causes one to give up a right he has is coercive and illegal. The suggestion that a legal salary schedule will be changed if teachers do not comply with a board's request for donations is coercion. It need not be a positive threat. A mere statement which causes teachers to believe that such a step will be taken to their detriment is coercion, and a form of duress.*

Under the New Jersey law which provided for salaries of teachers on tenure and forbade reduction of salaries, subsequent disadvantageous changes in the schedule could not affect those who had acquired tenure.

The court called attention to the fact that any attempt to force acquiescence to the board's plan by giving preferences to some teachers and withholding them from others might present a federal question under the Fourteenth Amendment to the Federal Constitution: "Preferences are not viewed

with favor." The tenure statutes were passed to prevent harsh bargaining.

We all look alike in the legal looking glass. *Board of Education of City of Trenton v. State Board of Education et al* (Supreme Court). 125 N. J. L. 611, 17A(2d) 817, Feb. 7, 1941.

### On Leave of Absence, You're Still a Teacher

Two teachers were appointed to the San Francisco schools, on November 3 and January 4, respectively. Each was given at the time, in accordance with the existing rules and regulations, an advanced rating predicated upon previous experience outside the city. At the time of their appointment they were granted a leave of absence until the end of the school year.

On February 16 the board adopted a resolution and fixed salary rating providing for no credit for outside experience. This regulation applied also to all teachers on the eligible list. The two teachers already appointed and on leave of absence were notified that the regulation applied to them. They accepted employment at the reduced salary, but expressed hope that proper adjustment would be made later. Thereafter both teachers were dismissed and then reemployed without credit for outside experience.

Four other teachers, who had not taken a leave of absence, but had been appointed about the same time as the teachers who took leave of absence, were given the advanced rating for outside experience.

While the law does not prevent a board of education from making reasonable classification of teachers, it does require that boards, within reasonable limits, abide by the principle of uniformity of treatment in setting salaries for teachers with like experience.

Rules and regulations of a board of education and resolutions fixing the status of teachers are an integral part of a contract of employment. Teachers employed but on leave of absence are employees of the board of education. If the rule regulating salaries as stated by the board did not apply to the four teachers who were not on leave of absence, then it could not apply to the teachers on leave and they were entitled to the back salary awarded by the trial court. *Fry v. Board of Education, City and County of San Francisco et al. Beebe v. Same* (Supreme Court) 112 P. (2d) 229, April 18, 1941.



Dr. Hodgdon answers readers' letters on problems of school law, addressed to him in care of THE CLEARING HOUSE.



## BOOK REVIEWS



JOHN CARR DUFF and PHILIP W. L. COX, *Review Editors*

*Words That Shook the World*, an album of five phonograph records (ten sides), recorded from radio broadcasts by the Recording Division of WOR, New York City. One record (two sides) contains the complete text of President Roosevelt's message to Congress (Dec. 8, 1941) calling for a declaration of a state of war. Four records (eight sides) contain the complete text of the address delivered by Prime Minister Winston Churchill before a joint session of both houses of Congress (Dec. 26, 1941). Album and five records, \$4.00, list.

High-school instruction is in a fair way to be much improved because of the availability now of excellent recordings of radio broadcasts that make up one of the most vital interpretations of the history of our own times. WOR has been making such recordings for more than five years and has more than five thousand of them on file, a price-

less collection that will increase in significance as the years go on.

The published version of any speech is vapid and dull compared to the recorded version, for the voice of the speaker, his inflection, his intonation, his emphases, his accent, and the emotions conveyed not only by the meaning of his words but the sound of them—these are all a part of what gives a speech its significance for the audience. What a pity that the national archives have no recordings of the famous speech of Patrick Henry, or of Lincoln at Gettysburg, or of Washington's Farewell Address! But what a shame it will be if we fail to equip every high school with a working library of such recordings as are now available—technically perfect and at a price within easy reach of any budget.

It would be impertinent to comment on the significance of the two addresses offered in this volume. The president's address is so faithfully recorded that one hears again the tenseness and

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vibrancy of every phrase spoken to millions of listening Americans on that memorable day. Mr. Churchill's address, by contrast, is one in which jovial good-humor and the remarkable cadences of a great orator at his best are recorded for posterity—and for our various immediate uses, especially in the high school where history, too frequently, is something pupils find too remote in time and place.

J. C. D.

*World History*, by HAYES, MOON, and WAYLAND. New York: Macmillan Co., 1941. 920 pages, \$2.65.

Teachers of world history, of ancient and of medieval history these past ten years, need no introduction to textbooks by these authors. Their revised edition lives up to their reputation. The scholarship exhibited is broad and deep—greater, perhaps, than what one frequently encounters in some of our current history texts prepared for the secondary level. The chapter and page allotment is well proportioned to give not only an impression of the scope of world history, but to provide more than a collection of generalizations. In other words, *World History* includes much more solid fact than many like texts. Treatment is broadly chronological, although many chapters justifiably fall into semi-topical organization.

It is possible that this text sets a rather high vocabulary standard. In some respects sentence and paragraph structure are overheavy. The educational equipment provided at the end of each chapter is, in this reviewer's judgment, inadequate. The exercises seem to be of insufficient variety and in some respects they are over the head of the pupil. Such a question as "What can you say of science, philosophy, and ethics?" (p. 126) leaves the average pupil floundering.

The suggested references frequently exceed the reading capacity of the usual pupil. Moreover, it is questionable if many smaller school libraries are equipped with such references. More use might have been made of the many excellent graded reading lists.

HALL BARTLETT

*Landscapes*, by SAMSON, KLIPPERT, SHATTUCK and NORTHCOTT. New York: Harper & Bros., 1941. 584 pages, \$1.80.

This book of selections for high-school reading was put together, the authors insist, with the preferences of pupils as a first consideration. It does seem to have a gusty quality lacking in books that copy other books filled with conventional "classics".

There are eight sections that, in the considered opinion of the authors, represent interest fields of high-school pupils: Going Adventuring, Laughing, Listening to the Radio, Learning More about Ani-

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The illustrations are all photographs, and about them I am not altogether happy—the beautiful photograph of sky and clouds and ocean and beach is somehow less appropriate than the Tenniel drawings when it comes to illustrating Lewis Carroll's "The Walrus and the Carpenter". At the end of each selection the authors offer a number of questions or observations headed "Challenges" or "Armchair Suggestions". These are good, but a little on the didactic side.

J. C. D.

*Appraising Guidance in Secondary Schools*, by G. N. KEFAUVER and H. C. HAND. New York: Macmillan Co., 1941. 257 pages, \$3.50.

Guidance as a definable function of education

was popularized somewhat more than thirty years ago. The definition of the purpose and the invention of means for making the function more effective did not, however, involve origination, for guidance has been implicit in the association of the more mature with the less mature ever since man has been man.

Ever since the term "guidance" has been employed as a pedagogical verbalism, and especially since specialists and publicizers have established vested interests in "guidance" instruments and techniques, claims for its effectiveness have been generally confused with pious aspirations. The situation obviously has demanded some scholarly evaluation of outcomes.

The authors here report two projects along this line. In Part I they report on data derived from sampling pupils in nineteen schools. In Part II they report a three-year study of guidance programs.

The limitation of the first is the artificiality involved in separating "guidance" instruments from other educational influences; the limitation of the second is in the selection of criteria by which to judge the effect of the guidance programs studied. In the reviewer's opinion, these limitations are so great as somewhat to invalidate the authors' conclusions.

P. W. L. C.

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*Educational Psychology*, by GEORGE W. HARTMANN. New York: American Book Company, 1941. 537 pages, \$2.75.

Teachers and others who have learned the terminology and concepts of the psychologies that have been taught and popularized during previous decades, and who have found this equipment reasonably adequate even for verbalizing "progressive" school aims and practices, have tended to be bewildered by, and sometimes indignant at, the partisanship of what have seemed to them to be esoteric groups who condemn their terminology by calling it names—"atomistic", "connectivist". They have read articles, listened to perfervid advocates of Gestaltism, and perhaps dipped into scholarly tomes. But with their apperceptive masses, it has been hard for them to discover what all the shouting has been about. They, and the reviewer counts himself among them, therefore welcome this volume.

Hartmann is, perhaps, our most consistent apologist for the organismic or Gestalt theory of psychology. In his *Educational Psychology* he provides for the student and the educator an effective, systematic treatment of the scientific and theoretic basis of this hypothesis and of its application to the modification of human traits. His approach emphasizes the fulfilment of pupil needs, teachers' values, and the equipment of the human organism.

Part II deals with the improvement of the organism and its functions, and Part III sets forth the adaptations to instruction at different institutional levels implicit in the new hypothesis. Throughout the text diagrams are used effectively to make concrete the ideas explained in the text.

In stressing the value of this text for clearing up the meanings and contributions of this newer psychology for students and teachers, the excellence of the text as a basis for the study of educational psychology must not be minimized. It has freshness, virility, and contemporaneity; it reflects a breadth of interest that is exhilarating.

P. W. L. C.

*The Jews in American Life*, edited by RACHEL DAVIS-DUBOIS and EMMA SCHWEPPE. New York: Thomas Nelson & Sons, 1935. 130 pages.

This volume, even though published some years ago, is peculiarly pertinent in these days of stress. It is addressed to the student. After defining "the Jew" and raising questions about his history and characteristic practices, the reader discovers the contributions of Jews in the discovery and settlement of the New World, in culture and in science, in our economic and philanthropic activities. The final chapter explains the debt of the Western

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*Thorndike-Century Senior Dictionary*, compiled by E. L. THORNDIKE. Chicago: Scott, Foresman & Co., 1941. 1065 pages, \$2.48.

This new and larger Thorndike dictionary has been prepared to meet the needs of pupils more advanced than those who have found the Junior Dictionary so helpful. The additional words have been derived chiefly from word-lists which include the most common general, scientific, religious, and other specialized words. Effort has been made to anticipate and avoid the difficulties that high-school pupils find in the use of other dictionaries. For example, in the selection and organization of meanings, the frequency of use as determined by Lorge in the *English Semantic Count* has been followed; idioms are listed under their key-words; abbreviations, irregular plurals, and irregular parts of verbs appear in the single alphabetical listing; and hyphens are used only when hyphens are meant.

P. W. L. C.

*The Unknown Country*, by BRUCE HUTCHISON. New York: Coward-McCann, Inc., 1942. 386 pages, illustrated, \$3.50.

"Canada and Her People" is the sub-title of this book, and the author has written it, apparently, for the great number of us in the United States to whom Canada is, we blush to admit, "unknown". But whoever reads Mr. Hutchison's book will know something about Canada and her people, for the author, a Canadian, not only knows the country but is equally well acquainted with the United States, and has written for us an interpretation in an idiom we can easily understand.

In appraising the book it is necessary to say, first of all, that it is good reading because it is good writing. Mr. Hutchison is a political journalist and a short-story writer; he is a master of the writer's craft. But it is something more than competence that gives the pages of this book their music and their lift—the distinguishing element must be in the fact that Bruce Hutchison is in love with his country. This is not the same as saying that he loves his country. It is not the dutiful love-of-country which most native sons may have for their mother land; it is free from bromides and bombast.

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J. C. D.

*Planning for America*, by GEORGE B. GALLOWAY and ASSOCIATES. New York: Henry Holt & Co., 1941. 697 pages, \$3.

Planning for emergencies or for limited and relatively concrete outcomes has been characteristic of organized societies since civilization began. Democracies, partly because of their genesis as protests against institutional regimens, have tended to resist general forms of planning lest they unduly limit the

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*Americans All* does well in accenting the youth of South America—their cultural habits, living conditions, work, play and study; their importance as a resource upon which the present and future of their countries depend. It makes its people real by giving us the feel of their environment and experience from inside them instead of from outside, as the old condescending travel films did. It makes us ask, "Why didn't we know about this before?"

If this were a single motion picture, made to stand by itself, we should criticize it unfavorably for trying to take in too much territory. People are shown without regard for the cultural, economic and social differences which we know from other sources are so striking in the different nations of that vast continent. Oversimplification is the outstanding weakness. We should protest at any at-

(Continued on page 310)

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tempt to introduce the whole United States in one 25-minute movie.

Yet, as the first of a series, this stands as an excellent prospectus or outline of future work in the same field. Under the direction of Kenneth MacGowan, the Office of Inter-American Affairs plans to release a picture a month. Each of these succeeding films could well give its entire treatment to any one section of *Americans All*, such as industry, farming, trade, education, health, art, music, etc., showing the particular problems of one activity throughout the 21 countries, or showing the complete social-economic structure and cultural pattern for a single country.

Especially good features of this film are the pictorial diagrams illustrating early exploration and settlement and the political, economic and social ties between the New World and the Old, and the clear, straightforward narration by Julien Bryan, who photographed it.

*Americans All* should be seen as soon as possible by all pupils and teachers. The people of the United States should take pride in the pictures they can make through their government, and its use of the best available facilities for film-making—for this one takes up where Pare Lorentz' *The River* and *The Fight For Life* left off when the United States Film Service was unforgivably discontinued in 1940. (But that's a story for another issue.) Anyway, anti-democratic governments have been making the most of films for years.

PEOPLE OF MEXICO, 16 mm. sound, 1 reel, \$1.50 for 1 day, produced by Erpi Picture Consultants, distributed by New York University Film Library (with study guide).

This gives a good account (with pictorial diagrams) of the origin and development of the Mexican people and their dependence upon the land. After a general survey of the Mexican environment, the economic relationship between Spaniard, Mestizo and Indian is indicated. Feast day in a small village is depicted in detail, with excellent shots of costumes and dance steps, to the accompaniment of songs and music. The "way of life" of a hacienda worker's family appears in the preparation and eating of an evening meal.

The authenticity of this film may be to the credit of Dr. Atwood, geographical expert from Clark University, but its chief value is in showing a common humanity which we too often choose not to see when garbed in a dress, speech, and custom different from our own. Since this is a quality which the two pictures mentioned so far have in common, both could be grouped to make a comfortable hour's showing with some time left for audience reactions.

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II. The Editorial Committee of the above publications is W. D. Reeve of Teachers College, Columbia University, New York, Editor-in-Chief; Dr. Vera Sanford, of the State Normal School, Oneonta, N.Y.; and W. S. Schlauch of the School of Commerce, New York University.

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## SCHOOL NEWS DIGEST

(Continued from page 497)

**RUBBER:** To save rubber, schools that require pupils to wear sneakers or gymnasium shoes in gym might relax their restrictions in one respect, suggests W. B. Deerson in *High Points*. Permission to wear any rubber or gum soled and heeled shoes in gym would allow pupils to get extra wear from their old "saddle shoes" and gum soled shoes that have been discarded as too worn for street wear.

**ANNIVERSARY:** 1942 marks the 75th anniversary of the establishment of the U. S. Office of Education. Many schools have reported plans to celebrate the occasion during the year by programs that will acquaint both teachers and pupils with the purposes, achievements, and services of the Office. In this year of war, the whole event will be "played down". The Office intends to issue some special anniversary materials, however, for use during the year.

**STUDY:** Ever since Pearl Harbor, reports Yale University, fewer students seem to be making ex-

tremely poor records. The evidence isn't conclusive, but the students appear to be studying a little harder. More than 93% of the entire undergraduate body intends to return for the summer session.

**CLASS SIZE:** In about 65% of all classes in New York City junior high schools, there are more than 35 pupils. In senior high schools, there are more than 35 pupils in about 60% of the classes, reports *New York Teacher News* indignantly.

**DENVER:** Summer convention of the National Education Association will be held in Denver, June 27 to July 2. The news release explains the wonderful things you can do and see in Colorado—but for lack of space we must refer you to the travel folders and the library.

**DROP-OUTS:** Ohio pupils are quitting schools for jobs at the rate of more than 1,000 a month, according to a survey recently made by the Associated Press. But teachers are also withdrawing for war-industry jobs, so maybe the balance of power will be maintained.

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